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VOL. XIV

NO. 3

The Bulletin

State Teachers College

Valley City, North Dakota

Thirty-first Annual Catalog

1921-1922



Entered at the Post Office, Valley City, N. Dak., as
second-class matter, under act of Congress, July,
1894. Published four times a year.

JUNE, 1921

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CALENDAR

SUMMER QUARTER 1921

Registration Tuesday, June 21
Class organization Wednesday, June 22
End of first term and beginning of second.. Thursday, July 28
Quarter closes Friday, September 2

FALL QUARTER 1921

Registration Tuesday, October 4
Class organization Wednesday, October 5
Thanksgiving Thursday, November 24
Quarter closes Friday, December 23

WINTER QUARTER 1922

Registration Tuesday, January 3
Class organization Wednesday, January 4
Junior play Monday, February 20
Final inter-society debate Tuesday, March 14
Quarter closes Friday, March 24

SPRING QUARTER 1922

Registration Tuesday, March 28
Class organization Wednesday, March 29
Francis memorial contest Tuesday, April 18
Arbor day As designated by Governor
Brownson society contest May 9-12
Quarter closes..... Thursday, June 15

SUMMER QUARTER 1922

Registration Tuesday, June 20
Class organization Wednesday, June 21
End of first term and beginning of second.. Thursday, July 27
Quarter closes Friday, September 1

BOARD OF ADMINISTRATION

		Term Expires
George A. Totten	Fargo	1925
Robert T. Muir	Bismarck	1923
P. M. Casey	Fargo	(Resigned Dec. 1920)
J. I. Cahill	Leith	(Unexpired term of P. M. Casey)
		1921

EX-OFFICIO :

John N. Hagen	Commissioner of Agriculture & Labor
Minnie J. Nielson	Superintendent of Public Instruction.

Charles Liessman, Executive Secretary, Bismarck.

FACULTY

PRESIDENT

CARLOS EBEN ALLEN, Ph. D., (U. of Chicago)
Residence, 223 West Park Avenue
 Office, Main Building

DEPARTMENT OF AGRICULTURE

SEYMOUR, JAMES HENRY.....Res. Sheyenne Apartments.
 B. Di., Iowa State Teacher's College, Cedar Falls. 1909;
 B. S. in Agricultural Education, Iowa State College of
 Agriculture, Ames, 1914; Graduate student, University of
 Iowa, summer of 1912; Iowa State College, 1916; Principal
 of public schools, Iowa, 1903-1909; Superintendent of
 schools, Iowa, 1910-1912; Assistant in agricultural educa-
 tion, Iowa State College, 1913; Assistant instructor de-
 partment of agriculture, State Normal School, Valley City,
 1914-1916. Present position since 1916.

DEPARTMENT OF PUBLIC SCHOOL ART

*DEEM, MARY GOODRICH.....
 M. C. L., Hillsboro College, 1886; Graduate student,
 Columbia University, 1903-1904, A. M. 1917. Teacher of
 rural and graded schools, Wisconsin and Indiana, 1891-
 1895; Supervisor of music and drawing. Mankato, Minn.,
 1895-1899; Winona, Minn., 1899-1903. Present position
 since 1905.

STEVNING, OLGA HELEN.....
 Res., Corner Riverside and Tracy Ave.
 Graduate, Music and Art Department, State Normal
 School, Valley City, N. Dak., 1918. Supervisor of Art,
 Sidney, Montana, 1918-20. Present position since 1920.

DEPARTMENT OF COMMERCIAL STUDIES

COOK, ANNA K.....Residence, 619 Conklin Ave.
 Graduate, State Normal School, Valley City, 1908; Gradu-
 ate student, 1908-1909. Graduate Special Commercial
 Course 1918. Student Minnesota School of Business. Min-
 neapolis, summer 1915. Graduate of the Palmer Method

*On leave of absence, 1920-21.

Summer School, New York, 1919. Present position since 1909.

DUSH, WILLA MYRTLE.....Residence, 808 Tracy Avenue Graduate, Commercial and Stenographic Departments, Valparaiso University, degree Master of Accounts, 1911; Head of Commercial departments in high schools in Indiana and Wisconsin 1912-17; Graduate, Normal Department, Gregg School, Chicago, 1917; Teacher of Shorthand, Tucson, Arizona and Great Falls, Montana, 1917-20. Present Position since 1920.

THOMPSON, CORA J.....Residence, Episcopal Hall Student, Iowa State Teachers College, Cedar Falls, Iowa, 1915-16, and summers 1918-1919-1920; Student, Cedar Rapids Business College, Cedar Rapids, Iowa, 1916-17. Head of Commercial Department, Wayland Academy, Beaver Dam, Wis., 1917-19; Student, Iowa State College, Ames, Iowa, 1919-20. Present position since January, 1921.

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

KJERSTAD, CONRAD LUND.....Residence, Sheyenne Apts. Graduate, Normal department, Augustana College, 1905; A. B. University of South Dakota, 1911; A. M. in education, 1916, Ph. D. in psychology, 1917, University of Chicago. Teacher, rural schools, South Dakota, 1905-07; Director, Normal training work, Augustana College, South Dakota, 1911-15; Fellow in psychology, University of Chicago, 1915-16; Instructor in psychology, State Normal School, Winona, Minn., 1916-17; Instructor in psychology, State Normal School, Valley City, 1917-18; Military service, First Lieutenant, S. C., Psychologist at Medical Research Laboratories in Aviation, 1918-19; Sigma Xi, Science; Phi Delta Kappa, Education. Department of Education, 1919-20. Present position since 1920.

VAN MIDDLESWORTH, EDITH..Residence, Sheyenne Apts. B. E., State Normal School, Peru, Neb., 1895; Student, Columbia University, summer, 1905; A. B., Nebraska Wesleyan University, 1908; Graduate student, Cornell University, summer, 1912; A. M., University of Nebraska, 1913; Graduate student, 1913-14. Teacher, public schools, Nebraska, 1895-1901; Superintendent, training school, Nebraska Wesleyan University, 1901-1908; Critic teacher,

State Normal School, Peru, 1908-1913. Present position since 1914.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCES

WEMETT, WILLIAM MARKS....Residence, 703 Euclid Ave. Ph. B., Syracuse University, 1907; Ph. M., and Ped. B., 1908; student, Syracuse University Law School, and assistant instructor in history, 1907-1908. Instructor, high school, Albion, 1908-1909; Jacksonville, 1909-1910. Present position since 1910.

PATTON, (MRS.) MARY.....Residence, Park Ave. Cottage
Dean of Women and Instructor in History
Graduate, State Teachers' College, Iowa, 1900; A. B., University of Chicago, 1901; A. M., 1912; Teacher, public schools, Iowa, 1898-1900; Instructor, Central Normal College, Indiana, 1901-1911; Principal, Frances Shimer Academy; Mt. Carroll, Ill., 1912-1916. Present position since 1916.

DEPARTMENT OF HOME ECONOMICS

CLARK, ESTHER A.....Residence, 303 Sunnyside Ave.
Graduate, home economics curriculum, State Normal School, Valley City, 1914; B. S., South Dakota State College, Brookings, 1917. Teacher of home economics, public schools, Delano, Minn., 1914-16. Present position since 1917.

WIDDIFIELD, H. GERTRUDE.....Res., 303 Sunnyside Ave.
Graduate home economics curriculum, State Normal School, Valley City, 1918. Teacher of home economics, public schools, Leal, North Dakota, 1918-19. Present position since January, 1920.

DEPARTMENT OF HYGIENE & PHYSICAL EDUCATION

SPALDING, FRED CLIFTON....Res., Sheyenne Apartments
Director
B. S., Hanover College, 1904; A. M., University of Wisconsin, 1916; Student, Training Class Y. M. C. A., Chicago, 1899-1900; Y. M. C. A. College, Chicago and Lake Geneva, summers 1901 and 1906; Graduate student, University of Chicago, 1910-1911; University of Wisconsin, summers

1913, '14 and '16; Columbia University, summer 1915; Physical director, Hannover College, 1900-04; Winona Summer School and Boys' and Girls' Clubs, summers 1902, 1903, 1904; Y. M. C. A., Elmira, N. Y., 1904-06; Hyde Park Department, Chicago, Y. M. C. A., 1906-10; Supervisor of physical education, public schools, East St. Louis, Ill., 1911-17. Director of Department of Physical Education, Valley City Normal School, 1917-18. On leave of absence 1918-19, with Y. M. C. A. in France. Regional Athletic Director with French Army six months. Director Normal Course in Physical Education, A. E. F., University at Beaune, three months. Present position since 1919.

O'HARROW, LYDIA MARIAN, M. D., Res., Park Ave. Cottage
Hygiene, Medical Examiner for Women

M. D., University of Michigan, 1904; Interne, New York Infirmary for Women and Children, sixteen months, 1904-06; Clinician, West Philadelphia Hospital for Women, 1907-08; Assistant Surgical Clinician, Women's College Hospital, Philadelphia, 1908; Two months substitute in charge of dispensary in Porto Rico, 1908; Assistant Visiting Gynaecologist, Women's Hospital of Philadelphia, 1908-10; Assistant Physician, State Hospital, Norristown, Pa., 1910-13; Assistant Physician, Friends' Hospital, 1913-19. Present position since 1919.

*CRANZ, RUTH BODE.....

Graduate, Chicago Normal School of Physical Education, 1910; Student, Chicago School of Civics and Philanthropy, 1910-11. Physical director, playgrounds, Chicago, 1911-13. Present position since 1913.

NOLL, INEZ.....Residence, 506-1st Street
B. A., University of Wisconsin, 1917. Director of Physical Education, public schools, Columbus, Wis., 1917-19; Director of Physical Education for Women, University of Porto Rica, 1919-20. Present position since 1920.

STEVENING, EMMA.....Res., Corner Riverside and Tracy
Graduate, Physical Education Department, State Normal School, Valley City, N. Dak., 1918. Student, University of Wisconsin, summer, 1920. Present position since 1918.

CROFOOT, MAUDE A.....Residence, West Dormitory
School Nurse

Nurse's training in Victoria Memorial Hospital, Chicago, 1901-03. Private nursing, 1903-17; Private work in Mercy

*On leave of absence, 1920-21, for study in Teachers College, New York City.

Hospital, Jackson, Mich., 1917-19; General nursing, St. Lawrence Hospital, Lansing, Mich., spring, 1920. Present position since 1920.

DEPARTMENT OF LANGUAGES

McCOY, SUSAN.....Res., 221 Eight Avenue
English

A. B., University of Chicago, 1905; A. M., University of Wisconsin, 1916; Teacher, High School, Yankton, S. Dak., 1905-08; Brainerd, Minn., 1908-13; Fargo, N. Dak., 1913-14. Present position since 1914.

YOUNG, CLARE M.....Residence, Tracy and Eight Aves.
English

Summer term, Moorhead State Normal School, 1909; Graduate Advanced English Course, Valley City State Normal School, 1912; A. B., University of Minnesota, 1916. Teacher and principal of rural and village schools, 1909-1910 and 1912-1914. Supervisor of Normal Training, State High Schools, Harmony, Minn., 1916-1917; Wadena, Minn., 1917-1919. Present position since 1919.

KITTEL, PAULA MARGARETHA..Res., Euclid Ave. Cottage
English

Graduate, State Normal School, Valley City, 1914; Summer term, University of Wisconsin, 1917; Ph. B., University of Chicago, 1920; Graduate student, University of Chicago, summer, 1920. Present position since 1914.

GUBELMAN, LILLIAN.....Residence, East Dormitory
Latin and Preceptress of Dormitories

Graduate, Southern Illinois State Normal University, 1912; Ph. B., University of Chicago, 1909; Graduate student, University of Chicago, 1913-1914; student, National Training School, Y. W. C. A., New York, summer 1918; Teacher, rural and high schools of Illinois for seventeen years. 1893-1913. Instructor in English, Southern Illinois State Normal University, 1914-1918. In war work of Y. W. C. A., 1918-1919. Present position since 1919.

BAKER, JOHN.....Residence, 810 3rd Ave.
French

Graduate of Atheneum of Luxembourg, 1897; University of The Sorbonne, Paris, graduate work in French and

Classical Languages. Now Pastor of St. Catherine's Catholic Church, Valley City. Present position since 1918.

THE LIBRARY

CRANE, HELEN M......Residence, Sheyenne Apartments
B. L. S., University of Illinois, 1905. Assistant librarian,
Public Library, Moline, Ill., 1905-06; Reference librarian,
State Normal School, Terre Haute, Ind., 1906-13. Present
position since 1913.

LOWRY, BESS.....Residence, 506 First Street
A. B., University of Illinois, 1917; B. L. S., University of
Illinois, 1919. Assistant librarian, Eastern Illinois Normal
School, Charleston, Ill., summer of 1919. Present position
since October, 1919.

DEPARTMENT OF MANUAL TRAINING

MYTHALER, STANLEY L....Residence, 116 Normal Avenue
B. M. T., Valparaiso University, 1911; Graduate, Stout
Institute, 1914; Summer of 1915, University of Iowa; 1916,
Iowa State College; 1920, University of Minnesota. In-
structor of manual training six years in the public schools
of Wisconsin and Minnesota; Machinist and inspector of
artillery, U. S. Army, 1917-19. Present position since
1920.

DEPARTMENT OF MATHEMATICS

MEYER, JULIUS BANTLIN.....Residence, 814 Fifth Ave.
B. S., Purdue University, 1897; M. S., 1901; Graduate
student, University of Chicago, summers, 1899, 1901, and
1903. Teacher, rural school, Indiana, 1892-1893; Instruc-
tor, high school, LaFayette, Ind., 1898-1904; Principal,
1904-1906; Principal, high school, Dixon, Ill., 1906-1908.
Tau Beta Pi. Present position since 1908.

THE MUSEUM

Curator

FREDRICKSON, (MRS.) INA M. J....Residence Curren Apts.
Graduate, State Normal School, Valley City 1915 and
1918. Teacher, Dickey, N. Dak., 1915-1916. Assistant
curator of museum, State Normal School, Valley City,
1916-1918. Teacher Junior High School Hope, N. Dak.,
1918-1919. Present position since 1919.

BEKKERUS, SIGNE A.....Residence, 609 Normal Ave.
Assistant Curator

Graduate, Home Economics Curriculum, 1914, and Standard Curriculum, 1921. Teacher, home economics and grades, 1914-17. Westhope, N. Dak.; Principal, Hurdsfield, N. Dak., 1917-18; Teacher, Junior High School, Newcastle, Wyo., 1918-20. Present position since 1920.

DEPARTMENT OF MUSIC

Violin

FROYSAA, KNUTE.....Residence, 604 W. First St.
Dean and Instructor in Violin

„Graduate in violin and theoretical subjects. Christiansand, Norway; for two years member of the first violin section of the Christiansand Symphony Orchestra; post-graduate work in violin under Gustav Fr. Lange, in harmony and conducting, O. A. Grondahl, Christiania, violin under Louis van Laar, Berlin, 1914-15; member of the van Laar string quartet, 1915. Extensive concert work. Head violin instructor, State Normal School, since 1907; dean of department of music since 1918.

AMOTH, GEORGEResidence, 639 Euclid Avenue
Pupil of Knute Froysaa. Present position since 1919.

Piano

WRIGHT, (MRS.) ASLAUG OLSEN....Res., 603-7th Avenue
Pupil of Mrs. J. O. L. Moeller; Maurice Rosenfeld; Louis Campbell Tipton; Felix Borowski; Glenn Dillard Gunn, Olaf Anderson, Percy Grainger, and others. Honor pupil at Chicago Musical College; Private teacher for several years; Head teacher of piano, Dakota Conservatory, Fargo, 1909-12; Head teacher, Normal department, Fargo Conservatory, 1912-16. Present position since 1916.

OLSSON, HANNES S.....Residence, City Drug Store
Student, Augustana College, Rock Island, Ill. Pupil, Walton Perkins, Kenneth Bradley, Rrahm van der Berg, William H. Sherwood, Frederick Grant Gleason, and Adolph Weidig. Organist and choir-master, Chicago, and Aledo, Ill.; Director of music, William and Vashti College, Aledo, Ill. Present position since 1915.

WRIGHT, JOSEPHINE.....Residence, 707 Conklin Avenue
Graduate, Conservatory, State Normal School, Valley City,
1915; Graduate, Supervisors' Course in Music, State Nor-
mal School, 1916. Teacher of Piano and assistant in
Public School Music, 1917-19. Student of Piano, New York
City, 1919-20. Present position since 1920.

BALE, GERTRUDE A.....Residence, East Dormitory
Graduate, State Normal School, Valley City, 1920. Stu-
dent in conservatory and piano assistant, 1921.

Voice

PECKHAM, LETHA..... Residence, Episcopal Hall
Ph. B., Penn College, Iowa; student in voice department
thruout four-year college course; for three years student
of Herbert Witherspoon, New York City. Extensive con-
cert work. Present position since 1920.

Public School Music

AMIDON, FANNY CELESTIA....Residence, 510 Fifth Avenue
Certificate, New England Conservatory, 1892. Private
pupil in Boston, 1898-99. Teacher of Music, Seminary,
Sugar Grove, Pa., 1892-97. Certificate from Institute of
Musical Art, 1906. Present position since 1899 with one
year's leave of absence, 1905-06.

WALLER, DOROTHY MARION....Residence, Episcopal Hall
Graduate, Wilson Piano, Corry, Pa., 1915; Pupil of
Georgia Kober, Elsie Harthan Arendt, Guy Woodard,
Chicago, 1918; Student in Music Department, Cornell Uni-
versity, studying voice with Eric Dudley, organ with James
T. Quarles; Supervisor of Music, Erie, Pa., 1920; Organist,
Episcopal Church, Corry, Pa., for three years. Present
position since 1920.

DEPARTMENT OF SCIENCE

SWITZER, J. ELMER.....Residence, 808 Tracy Ave.
Geography and Dean of Men
Life Certificate Michigan Central Normal School, 1908;
B. S., University of Chicago, 1911; Graduate student, Uni-
versity of Chicago, spring and summer, 1911, and summer,
1915. Teacher and superintendent, Michigan, 1902-1904
and 1908-1909. Present position since 1911.

AUSTIN VIDA ALMEDA.....Residence, 609 Normal Ave.
Biology

Graduate, Northern Illinois State Normal School, DeKalb, 1906; B. S., Northwestern University, 1908; A. M., in Education, University of Illinois, 1911. Assistant instructor, Northern Illinois State Normal School, 1908-1909; summer terms, 1906 and 1909; Teacher of nature-study, Public Schools, Gary, Ind., 1911-1913. Present position since 1913.

RHOADES, LOUIS DENFORD.....Residence, 824 Tracy Ave.
Physics and Chemistry

A. B., Kalamazoo College, 1915; Instructor and coach, high school, Spring Valley, Minn., 1915-1917; U. S. Army, 1917-1919. Present position since 1919.

THE TRAINING SCHOOL

McCARTHY, MARGARET.....Residence, West Dormitory
Superintendent

A. B., Carleton College, 1917; Summer Session, Chicago University, 1909; A. M., Columbia University, and Master's Diploma in Education from Teachers College, Columbia University, 1913. Teacher of rural schools, Minnesota, 1897-1901; Teacher, Northfield, Minn., 1903-05; Critic, grammar grades, State Normal School, Mankato, Minn., 1907-12; Supervisor, upper grades and History Methods, State Normal School, Bellingham, Wash., 1913-18; Critic, Junior High School, 1919-20. Present position since 1920.

KREUTZ, LYDIA.....Residence, 605 Normal Ave.
Critic, Junior High School

Graduate, State Normal School, Platteville, Wis., 1901; Ph. B., University of Wisconsin, 1910; Teacher, public schools, Towner, N. Dak., 1902-05; Principal, graded school, Melrose, Wis., 1907-08; Teacher, high school, St. Croix Falls, Wis., 1908-09; Critic teacher, State Normal School, Mayville, N. Dak., 1911-14; Superior, Wis., 1914-17. Present position since 1918.

SHERIDAN, MARY BEALL.....Residence, Episcopal Hall
Critic, High School

Student, Indiana State Normal School, 1910-11; Student, University of Chicago, summers 1912 and 1913; A. B.,

University of Illinois, 1917; Graduate work, University of Chicago, summer 1918; Teacher, Classical School, Terre Haute, Ind., 1911-14; Teacher, English in Junior High School, Vincennes, Ind., 1917-18; Junior High School critic and instructor in Education, So. Illinois State Normal School, 1918-19; Department of English, 1919-20. Present position since 1920.

NORTON, SUSAN WHITTLESEY..Residence, Sheyenne Apts.
Critic, Fifth and Sixth Grades

Graduate, State Normal School, Peru, Neb., 1894; A. B., Vassar College, 1898. Teacher, high school, Warrensburg, Mo., 1898-99; Critic teacher, State Normal School, Madison, S. Dak., 1899-1907; Superior, Wis., 1907-10. Present position since 1910.

HOWELL, MATTIE B.....Residence, Episcopal Hall
Critic, Third and Fourth Grades

Graduate, State Normal School, Platteville, Wis., 1908; Student, Columbia University, summer, 1917. Teacher of grades, Stoughton, Wis., 1909-11; Grades, Sioux City, Iowa, principal of ward school one year, 1911-14; Critic teacher, County Normal, Richland Center, Iowa, 1914-18. Teachers' Training Course in high school, Arcadia, Wis., 1918-19. Supervisor of Practice, County Normal, Alma, Wis., 1919-20. Present position since 1920.

GARDNER, MARY.....Residence, Sheyenne Apts.
Critic, First and Second Grades

Graduate, State Normal School, Oswego, N. Y., 1892. Teacher, Public Schools, Duluth, Minn., 1892-1912; Critic, First and Second Grades, 1913-18; Third and Fourth Grades, 1918-20. Present position since 1920.

WARE, SARAH B.....Residence, 650 Euclid Avenue
Assistant Critic, Lower Grades

Graduate, State Normal School, Peru, Neb., 1911; Graduate, Palmer Penmanship School, Cedar Rapids, Ia., 1919; Instructor, Pawnee City, Neb., 1909-19, including principalship two years, and supervisor of penmanship one year. Present position since 1919.

DANIELS, (MRS.) HARRIET EDITH..Res., 627 Euclid Ave.
Assistant Critic, First and Second Grades

Student, Fargo College, 1889-91; St. Cloud Normal, 1892-94; University of Chicago, summer term, 1920. Teacher,

primary grades, Buchanan, N. Dak., 1914-19; Oriska, N. Dak., 1920. Present position since 1920.

FLINN, EMMA.....808 Tracy Ave.

Supervisor of Kindergarten

Graduate, Chicago Froebel Association, 1909; Student, Columbia University, summer 1915, year 1918-1919; Student, University of Chicago, summer 1919; Primary teacher, and Kindergarten director, Gary, Ind., 1909-1915;

„ Head of Kindergarten—Primary Dept., Gary, 1915-1918; Present position since 1919.

ORGANIZATION OF THE FACULTY

C. E. Allen.....President
 C. A. Lee.....Secretary and Registrar
 Anna K. Cook.....Secretary to the Faculty

Lillian G. GubelmanPreceptress, Dormitories
 Laura Walker.....Matron, Dormitories

Amanda Erlandson.....Stenographer
 Ruth Johnston.....Stenographer
 Elizabeth Tullius.....Custodian, Book Store

John Sad.....Head Janitor and Custodian of Buildings
 Fred Colby.....Superintendent of Buildings and Grounds
 W. J. Carroll.....Chief Engineer
 Charles A. Harttel.....Assistant Engineer
 C. V. Carroll.....Fireman
 A. O. Wagle.....Fireman
 Walter Coddling.....Fireman
 Eugene Fletcher.....Janitor
 Charles Lewzader.....Janitor
 O. F. Kuester.....Janitor
 M. Hand.....Janitor
 Mrs. Olivia Larsen.....Janitress
 Glen ColbyTeamster
 Charles Bar.....Laborer
Laborer

GENERAL INFORMATION

HISTORY, PURPOSE, AND SCOPE

The Constitutional Convention of North Dakota provided for the location of a state normal school at Valley City, and the school was first opened on October 13, 1890, in a room rented for that purpose. Its first building was dedicated on September 6, 1892. Since that time it has erected or purchased for its use ten other buildings. The first class was graduated in June, 1894, there being three members in the class. The graduates of the institution now number nearly 2,500.

The school was originally under the control of a Board of Management, consisting of five members, whose only interest was that of this one school. Later a law creating a Board of State Normal School Trustees was enacted, and all normal schools of the state were brought under its authority. This organization was superseded, in 1915, by the State Board of Regents, who controlled all of the state educational institutions. Since July, 1919, the Board of Administration has had the management of this institution under its control.

Heretofore a state law has limited the courses of study in normal schools to two years beyond high school graduation, but the Seventeenth Legislative Assembly passed a bill, which was approved by Governor Frazier, giving the Board of Administration power to extend the courses of study in normal schools, and providing that the degree of bachelor of arts in education shall be given for the completion of such extended courses. In accordance with the provisions of this new law, the State Normal School of Valley City has been given special authority by the Board of Administration to extend its courses to include four years of work beyond high school graduation. By this act the institution will become a STATE TEACHERS COLLEGE on July 1, 1921, and courses of college grade covering four years of work are now offered by the institution. For the completion of this four year curriculum the degree of bachelor of arts in education is to be conferred, and the holder of this degree will receive, without examination, a first grade professional certificate, which, after nine months of successful experience in teaching, shall be valid for life.

With its work extended in accordance with the provisions of the new law, the purpose of this institution is enlarged to include the training of teachers for the public schools of

the state, secondary as well as elementary. It is hoped and believed that an increasing number of teachers will seek a training for elementary school positions as extended and thorough as has heretofore been deemed necessary for secondary school teachers alone. The extension of courses enables this state teachers college to equip men and women for departmental teaching in standard four year high schools, and furnishes an excellent opportunity for those who wish to prepare for supervisory positions to secure adequate training for such work in an elementary school atmosphere which is so essential in the training of a prospective superintendent of schools, but is rarely found outside the teacher training institutions having facilities for elementary school practice teaching.

LOCATION AND ENVIRONMENT

Valley City, the seat of Barnes county, is a thrifty little city of 5,000 inhabitants. It is located at the junction of two trans-continental railroads, the Northern Pacific and the Sault Ste. Marie, and, therefore, is of easy access from all parts of the state and the country. All trains stop at Valley City.

Valley City is one of the most up-to-date of the smaller cities in the Northwest. As a center of a large trade, and as a city of industrial importance it stands high among the communities of its size. Its large, beautiful parks, and its streets and walks are well kept. The city has an excellent system of schools. A Carnegie free library offers advantages to students. There are churches of nearly every denomination, and civic organizations are numerous and well supported. The largest flour mill in the state and the great trestle of the Northern Pacific railroad are a constant source of interest. The site of the city is picturesque, beautiful, and healthful, and makes possible abundant opportunity for profitable field work in geography, geology, agriculture, and nature study.

Valley City is a clean city with a high moral tone. Its people are hospitable. They co-operate readily with the authorities of the school to make the life of the student away from home as pleasant, profitable, and wholesome as possible. They open their homes to students who do not make the dormitories their home, and provide an atmosphere conducive to work of a high grade.

Such homes are near the campus; and, in fact, the short distance of the school from the railroad stations, and the centers of the city's principal activities, even the arrangement of the buildings on the campus, are matters that save the

student here much time and avoid unnecessary distraction from his everyday work. All of these conditions and influences, and many others, make Valley City an ideal place for a state educational institution.

GROUNDS

The campus of the State Teachers College consists of approximately fifty acres of beautiful wooded park. It is bordered on the one side by the Sheyenne river and on the other by the tree-covered hillsides, with sufficient level upland for athletic grounds, school gardens, etc. It is a picturesque and beautiful campus, the object of much comment on the part of visitors, and estimated by many to be the most beautiful natural site for a school in the Northwest. The buildings are situated at the foot of the high bluffs to the rear of the campus.

In addition to the campus, the State Teachers College has recently acquired an institution farm of some thirty acres, on the level river bottom west of the city, but only three or four blocks from the campus. On this farm are produced the vegetables for use in the dormitories and fodder for the teams, and for the cattle that produce the dairy products consumed in the dormitories and the department of home economics. There are modern horse and cow stables, a silo, and other buildings, all designed to give students correct ideas of well-arranged farm buildings suited especially to the farms and the climate of North Dakota.

Classes in agriculture use a portion of the farm for demonstration purposes, putting into operation the theories expounded in the class room and learning in a practical way, among other things, the lessons of crop rotation, the treatment of seeds, the preparation of the soil, and the conduct of school gardens—valuable lessons that a teacher in an agricultural state needs to know.

Opportunity is also offered to learn in a practical way how to care for horses, cattle, and other livestock, how to administer the tubercular test, how to use the Babcock test, etc.

BUILDINGS

The work of the State Teachers College is conducted in nine large buildings, all scientifically heated and ventilated. The buildings used most for general purposes are the auditorium building, the science building, the main building, the training school, and the industrial arts building. These are all so connected by enclosed corridors that students may pass

from one to the other without going out of doors, making a desirable arrangement in a varying climate.

The auditorium building is at the west end of the group and contains, as its name implies, the general assembly room of the school. This great hall, capable of seating 1,200 persons, with its large stage and anterooms, will accommodate any dramatic or concert performance the school may lend its auspices to. On the floors below are classrooms used by the departments of history, mathematics, and education.

The science building, erected in 1903, furnishes the principal classrooms and laboratories for the teaching of physics, chemistry, and biology. It contains also the lavatories and bathrooms used by the athletic teams and students in physical education. The library occupies a large part of the second floor, while the third floor is used for gymnasium purposes.

The main building, erected in 1892, while the smallest of the group, is named so because it is the oldest and is centrally located. Here are found the administrative offices of the school and the rooms occupied by the departments of public school art, commerce, public school music, and the museum.

The training school, erected in 1905, occupies the large building at the east end of the group. It contains four large classrooms, each seating two grades. These rooms are surrounded by numerous recitation rooms used by student teachers in the conduct of the different classes. This building also contains a small gymnasium for the use of children in the training school, offices of the supervisor and critics, library, toilets, and all the necessities to complete an up-to-date elementary school. The rooms on the third floor are used by the literary societies.

The industrial arts building, erected in 1911, is the newest building on the campus. It is of complete fire-proof construction and accommodates the departments of home economics, manual training, and agriculture. The rooms on each floor are arranged to facilitate the progress of the different activities in these departments. Such arrangements are apparent in other buildings, and classroom and equipment throughout the institution are so related to each other as to allow for a maximum of efficiency in instruction. The State Teachers College owns and operates its own central heating and lighting plant.

The Seventeenth Legislative Assembly made an appropriation of \$60,000.00 for a physical education building, and it is hoped that a modern gymnasium suited to the needs of the institution may be completed and made ready for use by the opening of the fall quarter in 1922.

THE SCHOOL YEAR

The year is divided into four quarters of about twelve weeks each. The fall quarter begins the last Tuesday in September or the first Tuesday in October as may be necessary to make possible the closing of the quarter just prior to the Christmas season. The winter quarter begins the first Tuesday in January, closing late in March. The spring quarter begins the last Tuesday in March or the first Tuesday in April, and closes with the commencement exercises in June. The summer quarter immediately follows the commencement exercises, and closes very early in September, before the opening of the public schools. The summer quarter is divided into two terms of equal length and credits may be made in either term as well as in the entire quarter. The extension of the work of the summer school to a full quarter, equal in all respects to the other quarters of the school year, makes it possible for teachers to further their education and secure credits toward a diploma or a degree without giving up their teaching positions.

FEDERAL RECOGNITION

This school has been selected by the federal government (the only school in North Dakota) for the establishment of a department of hygiene and physical education. Federal appropriations enable the institution to employ a school physician, and a trained nurse, who gives all of her time to the school. Physical, medical, and dental examinations are given to all students, health conferences are held, and follow-up work is carried on. Courses in hygiene and physical education, offered by this department, are outlined under "Description of Courses."

MUSICAL ACTIVITIES

The State Teachers College offers carefully graded courses in voice, violin, and piano. The work is in charge of thoroughly competent instructors, and it has proved to be a very popular part of the student's activities in preparation for the teaching field. It is held that every teacher to be entirely successful, should have some knowledge of music. For a detailed description of courses, fees, etc., see pages 77-82.

All students interested in orchestral work are eligible to become members of the State Teachers College orchestra which is composed almost entirely of students and presents an excellent opportunity for students to become proficient in or-

chestral work. Students may also become members of the Valley City Municipal Orchestra, which gives bi-weekly municipal concerts, free to the public in the College Auditorium. Both organizations are conducted by the dean of music.

A competent instructor is provided for students seeking an opportunity for band practice, or for private lessons on band instruments. Instruments are furnished for those who are unable to bring their own, and several rehearsals are held each week. The organization makes one or more public appearances during the year.

Class lessons are offered free of charge to all regular students of the school in violin, piano, and other orchestra as well as band instruments, and many students take advantage of this splendid opportunity of securing musical instruction.

For a number of years, The Normalonians have represented the school in a musical way in many out-of-town concerts. The young ladies who form this organization are carefully selected for their vocal attainments, and while the membership may reach as high as thirty-five or forty, the number is limited for concert tours at the discretion of the director.

Opportunity is offered for those who have sufficiently good voices among the young men students to form a Glee Club with regular rehearsals each week under the direction of a competent instructor.

The department of music each year lends its auspices to a set of recitals and concerts by out-of-town artists, and from time to time has brought to the State Teachers College such artists as Nordica, Melba, Schumann-Heink, Sembrich, Gadski, Oscar Seagle, Riccardo Martin, Marion Green, and others.

Work in any of the branches of the department of music, which occupies one hour a day, either of lesson or practice, or both, and for which the instructor in charge shall give a passing grade, entitles the student to a half credit each quarter. Any student devoting double the amount of time will be entitled to a whole credit for each quarter of such work.

THE VALLEY CITY CHAUTAUQUA

The Valley City Chautauqua Association offers annually a program of instruction and entertainment, beginning during the last week of June and lasting for several days. Every student of the summer quarter is presented with a season ticket to all programs without charge, further than the payment of \$5.00 required of all students upon matriculation. The noted orators, preachers, and lecturers of the country,

musical organizations and artists, and entertainers of the better sort, appear on the various programs in the large steel auditorium in Chautauqua Park, making an unusual appeal to students, especially. While some of the programs necessarily conflict with regular class-work, the programs at the Chautauqua and the school are so arranged that students may avail themselves of all attractions of greatest educational value, and of all evening programs, and those announced for Sundays and Mondays.

LITERARY SOCIETIES

The students of the State Teachers College regularly support four voluntary literary societies. The Atheneum, Clinonian, and Philomathian societies maintained for exercises in essay, debate, and parliamentary practice, are open to young women and meet once a week for literary work. The young men of the school maintain the E. B. C. society for the encouragement of debate and other forms of literary work. All of these literary societies hold their meetings in their respective halls each Saturday evening of the school year. Within the year each society appears in a public program in the Auditorium. The character of the work in this program as well as that done in the society halls is taken into consideration by the committee awarding the Brownson prize.

DEBATE

In connection with the literary societies, opportunity is offered for special work in debate. Preliminary debates are arranged among the various organizations of the school to take place within the fall and winter terms. Early in the spring the two winning teams compete in a public debate for a trophy to be retained by the society securing it until won by another group in a subsequent contest. Each society's team must have appeared in at least two inter-society contests, and before winning the trophy must have debated upon both sides of the question. The Granger brothers, alumni of the State Teachers College, offer annually three medals—a gold, a silver, and a bronze—for the three debaters making the highest average in the entire series of contests. The question for debate in 1920-21 was: Resolved: That the Japanese should be excluded from the United States by an act similar to the Chinese Exclusion Act. This work in debate is done under the direction of the Language Department.

THE DRAMATIC CLUB

Students of the State Teachers College maintain a dramatic club under the personal direction of the instructor of expression. Students interested are invited to meet once a week with the club for the study of the drama, the essentials and principles of stage business as a practical aid in staging school plays, and the best plays for such purposes. The club aims to take part in at least one public performance each year. In all of the work attempted by the Dramatic club emphasis is laid upon methods of producing school plays, especially to give prospective teachers ideas and ideals valuable when they enter upon the teaching profession. Students are urged to join at least one of the organizations doing literary work. The Dramatic club is under the direction of the Language Department.

PRIZES

Various prizes are offered each year to students and student organizations participating in undergraduate activities. The Brownson Prize of \$25 is offered annually to the literary society doing the highest grade of work during the year. This prize was formerly awarded by Mr. E. R. Brownson, of Wiliston, a member of the class of 1895, and a former member of the board of management of the State Teachers College. This prize was awarded in 1920 to the Philomathian society.

The Francis oratorical prize, offered by Mr. and Mrs. S. M. Francis, of Ayr, as a memorial to their little daughters, consists of the sum of \$25 annually for a period of ten years, beginning with 1911, to be distributed in amounts of twelve, eight, and five dollars, respectively, among the three contestants ranking highest. The prizes are for excellence in oratory, and any student in the State Teachers College may compete. In 1920 the first prize was awarded to Mamie B. Anderson of Rhame; the second, to Ella May Boyd of Valley City; the third, to Ruth M. Witter of Valley City.

The Herrick Trophy is a loving cup provided by Mrs. Una B. Herrick, a former member of the faculty, now at the State Agricultural College at Bozeman, Montana. The trophy is awarded each year to the class in physical education winning first honors in a performance in competition with the other classes. The trophy is held by the winning class until another class is successful in a subsequent competition. In 1920 the fourth year class won this trophy.

An appropriate plaque is held by the literary society winning the annual championship in debate. The name of the society and the date are engraved on the trophy, and it is held by the winning society, until another organization wins it. This trophy was won in 1920 by the Atheneum society.

The Granger brothers, of Valley City, alumni of the State Teachers College, each year provide a set of three medals—a gold, a silver, and a bronze—to be awarded, respectively, to the three debaters of the inter-society teams who receive the highest average score of the judges during the season. In 1920 the first prize was won by Julia Borgen of Rice Lake, Wisconsin; the second, by Marjorie J. Beernink, of Waterville, Minnesota; the third, by Helen Moffitt of Valley City.

A Scholarship prize of one hundred dollars has been offered by a friend of the school for special excellence in public school music work. The points upon which the candidates will be judged are general scholarship, aptness for leadership, activities in musical organizations, and ability in piano accompaniment. The successful candidates must also have the power to organize local musical dramatics, to be judged by success in two public performances done with children while they are teaching in the training school. It would please the donor if the winners would teach in North Dakota at least one year. This prize was first available for the school year 1919-20, when it was awarded to Johanna Scheie of McIntosh, Minn., Adelaide Phillips of Chaffee, and Helen M. Galloway of Mott. Students who wish to compete for prizes or special honors should confer as early as possible with the instructor having supervision over the activity in which the student desires to compete.

SCHOOL PUBLICATIONS

The Teachers College Budget, a weekly newspaper, is devoted to items of news concerning the school and its graduates, and forms a medium between the school and the local community, and the alumni. It has been made an attractive paper of four pages of six columns.

The members of the senior classes publish annually a book called The Blizzard. It is representative of the school and all its activities, and reflects and records rather completely all of the notable events of the school year. It is profusely illustrated.

The Bulletin is published four times a year by the institution. One number is the annual catalog. The Bulletin is

forwarded regularly to any citizen in the state who may wish to receive it.

RELIGIOUS INFLUENCES

Any teaching sectarian in religion, or partisan in politics, is contrary to the policies of the State Teachers College. The institution, however, aims to develop a high moral sense and a true Christian spirit among its students. A very simple religious exercise is a feature of each assembly. Students are urged to attend the church of their choice each Sunday.

Ministers of the various churches urge the students of their denomination to affiliate with church activity. At the beginning of the fall quarter a religious census is made of all students, and the names of students of each denomination are placed in the hands of the pastors of these denominations. Invitations are given to students to join in the various services of their churches. Usually a reception is held by each church early in the quarter to give students and members of the church an opportunity to become acquainted. Always the pastor and the members of his congregation are anxious to make the life of the student away from home as pleasant and wholesome as possible.

The students also have organized Young Men's and Young Women's Christian Associations. Meetings are held regularly each week and are of a religious nature. These two organizations are of immense practical help to both the young men and the young women of the school. At the beginning of each quarter the Young Women's Christian Association co-operates actively with the office of the dean of women. New students are met at the trains and escorted to dormitories and homes. Usually a number of functions are arranged early in the quarter to give students an opportunity to become acquainted and to initiate them into the activities of the undergraduate body. New students are soon made to feel at home in their new environment.

The dean of men, in connection with the Young Men's Christian Association, conducts an employment bureau to assist those students who may be compelled to offer service in return for board or room while attending the State Teachers College. There is also a demand for young men to do odd jobs on Monday and after school hours. A thorough canvass is made before the opening of school in the fall to find places where young men may work to help defray expenses. Prospective students wishing such positions should address the State Teachers College. Such correspondence will then be re-

ferred to the dean of men who will endeavor to arrange a suitable place for the student to work. He will be notified of any arrangements made in his behalf.

Both of the Christian associations are represented each year at the Geneva conferences, where delegates spend ten days during the summer among some of the greatest educational and religious leaders in the world. Students who attend these meetings return in the fall and bring the inspiration, enthusiasm, and spirit of service back to their associations. Both organizations foster a wholesome spirit of good fellowship that is invaluable in a large group of young people.

A faculty committee on religious life co-operates with the Christian associations and the Christian influences of the community, and serves in something of an advisory capacity.

Wesley College offers each year, free to students of the State Teachers College, a course of lectures on the fundamentals of the religious life. These lectures are given under the auspices of the Hazlett Foundation and during the past eight years have proved interesting, inspiring, and instructive. They are entirely devoid of sectarian bias.

ATHLETICS

The State Teachers College promotes athletics. Inter-school competition is fostered in football, basketball, track, and tennis. The school is a member of the Inter-state Athletic Conference and its teams meet representative teams from such institutions as Jamestown College, the State Normal and Industrial School at Ellendale, the Northern Normal and Industrial School at Aberdeen, Concordia College, the State Normal School at Moorhead, the State Normal School at Mayville, and several other institutions.

All competitive representative teams are managed and trained under the direction of the department of hygiene and physical education. While the value of the more extreme forms of competition in the promotion of school spirit and loyalty and those hardy characteristics for which our American youth are famed is fully appreciated, the State Teachers College is more concerned with athletics as an outgrowth of the play spirit and the physical betterment of a large number of students rather than developing a machine for winning games.

It is the policy to give all students opportunity to play games and to learn the theory of games so that they may be helpful in the schools they are to teach later.

Considerable importance is attached to the inter-class games. The young women take part in basketball games to determine the championship among the classes. Tennis as an outdoor sport is indulged in by practically everyone, under the supervision of an able instructor.

ANNUAL PLAY DAY

An annual play day, in which pupils of practically all the schools in Barnes county take part, is fostered and promoted by the State Teachers College each spring. Hundreds of children meet on the campus to sing patriotic songs and take part in athletics, sports, and games, regulated and supervised by the athletic authorities of the school. At noon a picnic lunch is enjoyed in the city park, and in the afternoon a great parade is held of school children and College students. Many schools of the county provide decorated floats, and the merchants of Valley City enter decorated vehicles. Several bands furnish music, and altogether, the county play day is one of the most important events of the year to the children of the county. Students of the State Teachers College have ample opportunity to study the arrangement culminating in play day and take part in its actual supervision. The result has been that as these students enter the teaching profession over the state, the number of county play days is increasing each year.

DEAN OF WOMEN

All women students not rooming in the dormitories are under the direct supervision of the dean of women. She confers with them on all matters pertaining to their homes in Valley City, and makes it her first duty to see that all are comfortably located amid conditions compatible with the ideals of the school and a high grade of work on the part of the student. She frequently visits students' quarters to see that right conditions prevail, and confers with householders with a view to making the relation between student and landlady pleasant and successful.

Students should not engage rooming or boarding accommodations not approved by the dean of women, nor should they change their rooming or boarding places without first securing her approval.

The dean of women always has on file in her office a list of approved homes offering boarding and rooming accommodations to students. Unless previous arrangements have been

made by the student, she should at once, after registering in the general office, consult with the dean of women. Accommodations in private homes are plentiful. No student need hesitate to come to Valley City on account of not having made previous arrangements for a good school home. Upon request the dean of women will make arrangements for a student before she arrives in Valley City, but it is generally advised that the student make her own choice of accommodations.

It is often possible for students to find homes where they may exchange service for board and room. All such arrangements should be made with the approval of the dean of women, and often she may assist students in finding such homes.

All cases of illness among students should be reported to the dean of women at once. She will give such care, assistance, and advice as the case may seem to demand. Students not living in the dormitories should consult with the dean of women at least twenty-four hours before leaving the city at any irregular time, as in the case of week-end visits at home or elsewhere.

The dean of women acts as chairman of the social committee of the faculty, and is in general the social engineer and advisor in all social events taking place at the institution. Classes and organizations giving social functions should consult her before fixing a date and in general be guided by her advice and supervision.

Further, the time of the dean of women is at the disposal of all students who wish to consult her in the absence of parents. It is to be understood that her relation is that of the helpful friend. Nothing which affects the comfort or well being of any student is too small or too trivial to be brought to her attention. Thus, with her help added to that of the faculty adviser, no student need feel friendless or lonesome while a member of the State Teachers College. The institution has vested her with large authority but it is hoped that her relation to students will be friendly and helpful rather than authoritative.

DEAN OF MEN

Professor J. E. Switzer is the dean of men. He is at all times ready to confer with the young men students of the College, and to give aid and advice concerning their personal welfare and their relation to the institution. All the young men should consult him in regard to their rooming and board places.

SOCIAL LIFE

Not less important than the academic work are the influences that come from the other sides of social life. From its associations, not infrequently, are derived the best and most lasting results.

The social activities of the school, directed by a committee of the faculty of which the dean of women is chairman, are intended to create a closer social relation between teacher and student and among the students themselves; to furnish a wholesome social environment; and to offer a healthful means of general culture that the classroom alone cannot give.

One afternoon every week from 4:30 to 6:00 o'clock the gymnasium is open to the students and faculty for informal dancing. At these afternoon functions, which are given under the auspices of the school, the students and faculty are given the opportunity of meeting in a social way.

To develop initiative and a healthful spirit of self-reliance and good fellowship, each year's class is permitted to give one party at some time during the school year. Advantage is also taken of the beautiful Sheyenne valley and the open rolling country about Valley City for picnics and cross-country walking parties.

The social diversions are not permitted to interfere with the scholastic work, but are so distributed throughout the weeks and months of the year that the students return from them with renewed energy and interest for their work, and under the guidance and with the companionship of cultured and experienced men and women, such diversions are conducive to a well-rounded cultural as well as intellectual life.

DORMITORY LIFE

The State Teachers College now owns and conducts four fine dormitories where young women students may live under conditions modern in every way. Everything is furnished the student, except soap and napkin ring. This is all the student is asked to bring from home.

Usually two students occupy one room, but in a few instances, three occupy the same room. Students are assigned to rooms and permitted to select their room-mates, except where such a choice would be unwise from the standpoint of the student's own progress. All rooms are furnished with individual beds, dressers, and mirrors; and in accordance with the best principles of sanitation. A vacuum cleaning system

is operated throughout the buildings, and all rooms are steam-heated, and the temperature is scientifically regulated. There is ample parlor space, and two spacious dining halls are used.

A preceptress has direct supervision over the young women in the dormitories. She is assisted by one lady member of the faculty in each building. Regular hours are observed in the everyday life at the dormitory. Breakfast is served promptly at 7:30, luncheon at 12:30; and dinner at 6:00 o'clock. Study hours are observed from 7:30 to 10:00 each evening and the lights are out at 10:30 o'clock. These hours are changed somewhat during the summer months and on Sundays. Study hours are not observed on Saturday and Monday evenings, but the student is required to be in her room at 10:00 o'clock.

Many social diversions are indulged in during the season. Social evenings are often held in the parlors during the winter, and in the summer the young ladies often enjoy a picnic lunch in the groves near the river. Social life of a wholesome nature is encouraged and recognized social usages are observed.

The dormitories furnish excellent conditions for study. Investigations made during the past two years reveal the fact that dormitory residents made on an average considerably higher grades than did students rooming elsewhere.

THE LIBRARY

The library of the State Teachers College contains more than 18,000 volumes, and additions are being made constantly. All books are selected with reference to the special needs of the College, each department receiving a fair proportion. The books are carefully classified according to the Dewey classification, and thoroughly catalogued so that students can readily find any volume in the library. Free access to the shelves is granted to all.

The library occupies a large, light, sunny room on the second floor of the Science building, and has a seating capacity of ninety. In addition a smaller room adjoining the librarian's office is used for an overflow stock room in which to shelve government documents. This library is a depository receiving all public documents of the United States printing office. The rooms are furnished with modern equipment—shelves, tables, desks, chairs, catalog cases, and periodical racks—which greatly aid in making efficient service possible.

Over 160 periodicals are regularly received each month. These include general magazines, educational journals, and

scientific papers, as well as local, state, and national newspapers. The Reader's Guide to periodical literature makes possible the extensive use of this material for reference purposes.

It has been well said that there are three proper functions of the school library—to stimulate reading for pleasure, to make provision for reading to supplement school studies, and to encourage reading for the sake of culture, for uplift, to create higher ideals. Every successful teacher must be able to make independent, systematic, and intelligent use of books. Students are greatly aided in acquiring such ability through the use of this library, under the careful instruction of the librarian.

The library is open from 8:15 a. m. to 5:30 p. m. on school days and from 9:00 to 12:00 on Mondays.

The city maintains a free Carnegie library, open to all students of the State Teachers College. This library has a reading room and about 6,000 volumes of well-selected books.

THE TRAINING SCHOOL

The training school comprises a complete elementary school from the kindergarten to the junior high school, inclusive. Here children are trained in a well-equipped school under expert supervisors. The training school is the laboratory for the training of teachers where candidates for diplomas are required to conduct classes under the direction and supervision of the training school faculty.

The children attending the training school are drawn largely from Valley City. Among the features which characterize the training school are its organization, kindergarten, primary, intermediate, and junior high school departments—special supervisors in manual training, domestic science, physical education, music, drawing and penmanship. Children attending the training school have the privilege of free class lessons in music. Each child is given a medical and dental examination, carefully observed as to his general fitness to do the required work, promoted on his merits when ready for advancement and given individual instruction when necessary. A children's library and reading room equipped with reference books, stories, and magazines on the upper floor of the training school, is open at specified hours during the day to both children and adults. These children also share in the larger life of the Teachers College by attending chapel exercise when special programs are given.

The training school furnishes for prospective teachers an opportunity to observe the best methods, appliances, text books in actual use, as well as practice in teaching under careful guidance and expert supervision. One year of three quarters of teaching is required, one quarter of which may consist in observation of teaching. In Observation, classes are taught by a member of the faculty for demonstration purposes and the psychological and pedagogical principles involved are discussed. Observation should be taken before teaching.

CORRESPONDENCE COURSES

As a result of an urgent demand for non-resident work from teachers throughout the state, the State Teachers College has decided to give credit for a limited number of subjects completed by correspondence. It is thought advisable to extend the work of the school to those who are unable to pursue courses in residence with the hope that a few courses in correspondence may be used as a stepping stone to higher professional training.

Teachers are urged to seize every opportunity for more advanced study. It is both a patriotic duty and a professional necessity.

How the Work is Conducted—Twelve or more carefully planned lessons are outlined for each one quarter course. Each lesson consists of (1) an assignment in a textbook, (2) an assignment of required reading in reference books, (3) suggestions for further reading, and (4) a series of questions to be answered in the student's report. A report should be made by the student to the instructor giving the course upon the completion of each lesson. Each course must be completed within twelve months of registration date or the fee will be forfeited.

Credit—There are several courses in nearly all departments which may be taken by correspondence, each one being a duplicate of a regular course given in residence, and receiving the same credit. Only the courses listed below will be given.

Cost—The cost of taking correspondence work is placed as low as possible. A charge of \$8.00 is made for each one-credit course (equivalent to one quarter's work in residence) and \$4.00 for each half-credit course. The student is expected to pay for the textbook, the postage both ways on all books sent from the school, and on all mail sent to the school.

How to Register—Write to the Extension Department, State Teachers College, Valley City, N. Dak., for information concerning registration.

Final Examinations—A written examination will be given at the close of each course. Where it is inconvenient for students to come to the institution for examination, arrangement can be made to have examination papers sent to an instructor or school officer in a nearby school.

The following courses are now being offered by correspondence. Others may be added from time to time.

General Agriculture 51, Elementary Education 41, Advanced Education 51, Educational Sociology 51, Educational Measurements 51, Principles of Education 71, Rural Pedagogy 31, General Methods 41, Psychology 41, Child Study 41, Educational Psychology 51, Social Psychology 81, American Literature 31 and 32, Literature 71 and 72, French 41, 42, 43, 51, 52, and 53, Rural Sociology 51, Social Problems 51, Economic Problems 51, Modern History 71, 72, and 73, Review History 41, General History 41, 42, and 43, Civics 31, Economics 31, Sociology 31, American History 21, 22, and 23, Food Study 41, Textiles 41, Harmony 51, 52, and 53, Economic Geography 52, and 53, Nature Study 41, General Hygiene 41, School Sanitation and Physical Education 41, Hygiene of the School Child 51, Playground Methods 41, Hygiene of the Teacher and Teaching Methods 51, Community Hygiene 81.

The number of courses which may be taken by correspondence depends upon the maturity, training, and experience of the student. No courses below the third year will be offered except to teachers of maturity. Third year students may take two courses only. Graduates of four year high schools and those who have completed three years of normal school work may make a maximum of six credits in the Junior College. Those who have completed the Junior College work or its equivalent may take six more credits. Not more than twelve correspondence credits may be submitted for a degree. Correspondence credits will be accepted from other schools only after investigation by the credits committee as to the character of work done, and amount of credit to be allowed.

MUSEUM

The State Teachers College has a large museum containing a herbarium and a comprehensive collection of zoological types, especially fine in the line of corals and bird eggs,

hundreds of geographical specimens, a number of shells and stuffed mammals and other material of great value in the teaching of biology, agriculture, and other sciences. Besides these, there is a large collection of post cards, illustrations, folders, maps, exhibits of manufacturing firms in the United States—all of great geographical and industrial value. This material is in daily use both in the College and Training school classes.

There are three general ways in which the museum material is used:—in the recitation room, in the lecture room with the projector, and in the museum visit. The class recitation method is the one most frequently used in the Training school. The student teacher desiring material makes application for it in advance of the day when it is needed. The application card is filled in with the necessary data concerning grade, subject, date when wanted, and a list of the material desired. At the same time the student teacher talks over with the curators the lesson and how it is to be developed; and also makes an appointment for some hour before the recitation time when the material selected by the curators may be inspected and studied.

The illustrated lecture method of using museum material has been successfully worked out in the geography classes of the Training school. After considering on the relief map the location, the physical conditions, climate, etc., of the country by the class; after determining what parts of the country will be suited to agriculture, herding, mining, manufacturing, and the various other occupations of man, the children are transported figuratively into the country by means of stereopticon lectures.

The museum visit is arranged for in the usual manner and the first class brought to the museum by the teacher. Here the children may study the material selected and listen to the talks given by the curator.

This is one of the few school museums in the United States, and inquiries are received almost daily as to its use, methods of collecting materials, etc. Students of the State Teachers College are taught how to secure valuable materials at little or no cost and to build up a museum for practical use in teaching their own school after graduation.

A new scientifically-constructed greenhouse supplements the material of the museum, with many specimens of plant life foreign to North Dakota, and adds efficiency to the work in the science and especially in agriculture. Here students may see and study plants native to other climates.

BOOKSTORE

A small bookstore is conducted in connection with the State Teachers College. All of the textbooks used by the students, stationery and other school supplies, may be purchased here at prices somewhat less than at retail stores. Students furnish their own textbooks and usually carry them to their work after graduation.

KEEPING IN TOUCH WITH GRADUATES

This institution aims to keep in close touch with its graduates, especially during their first years in the teaching field. Records of work of graduates are kept on file, and regular reports on the new teacher's progress are requested from time to time. Graduates frequently ask for and are given advice. The school stands ready at all times to lend its good offices to worthy graduates.

The alumni fellowship of the State Teachers College now numbers nearly 2,500 members. Over 800 of these graduates are teaching in North Dakota. Others are located in nearly every state of the Union and in foreign countries. The institution takes just pride in the success of the great number of its alumni.

EXPENSES

From the standpoint of the necessary expense involved in the preparation of young people for a pleasant, profitable, and honorable profession, this State Teachers College makes its appeal to students of limited means as well as to those who come from homes where means are of less consideration. There are few educational centers where students may attend school away from home at less expense. Economy of expenditure is fostered as an ideal of the institution. Unnecessary expenditure of money is discouraged. Rather is the student encouraged to acquire habits of thrift as an important factor in good citizenship. Certain items of expenditure, of course, are necessary. Beyond these the student can make his expense account what he wishes.

Tuition is free, but the Board of Administration has authorized the collection from each student of a matriculation or entrance fee of \$5.00 per quarter to be paid at the time of enrollment. The funds so acquired are applied to such general purposes of the school as may be included under the heading of "Student Welfare", such as the encouragement of

student organization and athletics, conserving and promoting student health and social enjoyment, special lectures and exhibits, magazines for the reading room, commencement programs, etc. A fee of 50c a quarter is collected from all students who register for the fall, winter, and spring quarters. Students are then presented with tickets of admission to all numbers of the artists' musical course, and are given each week a copy of the Teachers College Budget. Fees are the same for non-residents as for residents of the state. These fees are payable at the general office before the student registers for work in the institution.

A laboratory fee of \$1.00 for each quarter is charged in the physical science and home economics courses. Those who take typewriting pay \$3.00 a quarter for the use of a machine one period a day, and \$5.00 for two periods. Piano students may rent school pianos for practice at \$3.00 per quarter for one period a day, \$5.00 for two, or \$6.00 for three periods.

Students in all departments of the school are required to pay for materials used in their work, as nearly as the cost of such materials can be estimated by the instructor in charge, but all projects made from such materials become the property of the student.

Board and room may be obtained at the state dormitories for \$6.00 a week, payable in advance by the month. All necessary articles, except soap and napkin rings, are furnished at the dormitories. Students wishing boarding and rooming accommodations at the dormitories should forward a reservation fee of \$2.00 to the president of the school. This fee will apply on the first month's board. In case the student does not claim her room by 4:30 p. m. on the opening day of the quarter, the fee, of course, is confiscated, unless the student has previously notified the authorities that she cannot come or will come later.

Students, both young men and young women, may secure rooming accommodations in private homes nearby and board at the dormitories for \$5.00 a week, payable by the month in advance.

No reductions or commutations are allowed except in case of serious illness. Young women in the dormitories are under the direct care of the preceptress and subject to rules and regulations posted in each room. Students living in private homes, but boarding at the dormitories, are expected to govern themselves in accordance with the rules of the dormitories pertaining to the service of meals.

The Episcopal Church of North Dakota owns and operates a delightful home for young women within two blocks of the school, furnishing board and room at \$7.50 a week. A competent matron is in charge. The Methodist Church also owns and operates a fine home near the school for young women. A competent matron is in charge, and the price of accommodations is \$7.50 a week. These dormitories are under a distinct religious influence without sectarianism. Students desiring to reserve rooms in these church dormitories are also advised to forward a registration fee of \$2.00. Address the matron at Wesley Hall, Episcopal Hall, or the president of the State Teachers College.

In addition to the regular dormitory facilities offered to students, there are a great many private homes near the campus which offer accommodations to students at prices varying according to location and kind of accommodations offered. In all such homes dormitory regulations prevail and all rooms are approved by the dean of women, or the dean of men, as the case may be before students accept them.

Expenses for a year of three quarters for students who board and room at the state dormitories may be estimated as follows:

Board and room.....	\$216.00
Required fees	16.50
Books	\$8.00 to 12.00

The expense of laundry, travel, and other incidentals will vary widely, according to circumstances.

THE STUDENT LOAN FUND

An increasing sum of money to be loaned to worthy and needy students is held in charge by the Student Loan Association. Especially deserving students who lack a small sum of money to complete their course may reasonably expect to receive some aid from this association.

A new law was passed by the Seventeenth Legislative Assembly which permits state normal schools to create a fund, to be known as the Students' Loan Fund, by diverting such portion of the Institutional Fund as the Board of Administration shall direct. Loans from this fund shall be made to deserving students, residents of North Dakota, who are studying for the profession of teaching, to enable them to complete their studies. They shall be made without interest until after the completion of the course of study, and shall not exceed the sum of \$25.00 in any one month, nor aggregate more than \$300.00 to any student.

Under the provisions of this law, prospective teachers who need financial aid will be enabled to complete their preparation, and this institution will endeavor to help an increasing number of deserving students.

GENERAL ADMISSION REQUIREMENTS

All candidates for admission to the institution must be in good health, of sound mind, and good moral character. After admission, should lack of health, character, or fitness for teaching reveal itself, the student will be asked to withdraw.

Students who cannot show completion of the work of the eighth grade and who do not hold a teacher's certificate are required to take examinations in arithmetic, grammar, geography, and United States history, to determine whether they are qualified for entrance. The penmanship and spelling of those who take the examinations will be judged from their papers on these subjects. Any person holding a teacher's certificate will be admitted without examination.

The specific requirements for admission to the several curricula are given under the heading "General View of the Curricula" on page 50 of this catalog.

All students entering for the first time must present a certified statement of the credits they have made in other schools. It is desirable that students who wish credit for work done beyond the eighth grade should send their credentials to the Registrar before the opening of the quarter which they expect to enter.

FACULTY ADVISERS

In order to keep in closer touch with the everyday life of students, and to better understand their individual needs, several members of the faculty are assigned as advisers to special groups of students. Students are usually grouped in accordance with their future plans, and assignments are made by the registrar as the student matriculates. The student goes at once to the office of his adviser and there discusses in detail his plans and aims for the future. The adviser offers suggestions as freely as the individual case may need, always keeping in mind the best welfare of his advisee. He assists the new student in the choice of his curriculum and of his course of study for that particular term. His aim is to seek the educational advancement of the student.

But the adviser's interest extends beyond these matters. In a peculiar sense he is the "guide, philosopher, and friend" of the student, and the student may consult him on many matters aside from the curriculum—matters affecting health, social problems, problems in his everyday work, entrance upon the teaching profession, and indeed, whatever other problems may confront the student.

In all such matters, however, the adviser acts in co-operation with the dean of women, or the dean of men. The adviser stands ready at all times to give assistance where it is needed, and students should not hesitate to make known their problems. Advisers call upon students who are ill and act as intermediaries between faculty and student in many matters of interest and importance to students. The relationship of adviser and advisee often ripens into friendship that continues for many years, and even then advice is often sought and given.

ADVANCED STANDING

All requests on the part of students for advanced standing should be made to the faculty committee on credits. This committee will accept certified standings made in other state normal schools, colleges, accredited high schools of this and other states, and first-class graded and consolidated schools of this state, and determine the manner in which such standings shall apply in the curricula of this institution.

Students who request advanced standing for work done elsewhere, but for which satisfactory credentials are not submitted, will be permitted to take examinations in subjects in which they desire advanced standing. In all such cases the student should secure the joint permission of the president of the school and the instructors in the subjects in which examinations are desired.

Credits will be allowed for work done in college or secondary schools in subject not included in any curriculum at the State Teachers College, providing such credits are not sectarian. These credits will be applied on the electives of the curriculum which the student is completing.

GENERAL REGULATIONS

Each student should be guided by his faculty adviser in the choice and arrangement of studies. It is also best to pursue subjects in the order in which they are presented in the curriculum. Students who enter upon a three quarter subject

are expected to take the three quarters in succession, if in school, unless they are excused by the faculty.

The number of subjects listed in the curriculum (for each quarter) in which the student is enrolled constitutes full work for the student. If the student wishes to take more than this number he must secure the vote of the faculty by a written petition made through the committee on petitions. Students whose records are below the average may be required to pursue fewer than the regular number of subjects.

No work done in high school can be accepted by this institution to shorten the time required to complete any curriculum, but no student will be required to repeat work accomplished in high school. He will be expected to take other subjects recommended by his faculty adviser as substitutes.

STANDINGS

The following system of grading the work of students is used in this institution. H is given for work of the highest grade, E means excellent work, G indicates good work, P, work of a passing grade, and F failure to do the required work satisfactorily.

A credit point system has been adopted and is applied to all credits made subsequent to the spring term, 1919. The system can be readily understood from the following statement: For each full credit a grade of H gives four credit points, E three points, G two points, P one point, and F minus two points. For graduation one must have one and one-third times as many credit points as he has credits. This general requirement is applied specifically to grades in practice teaching. This means that one must make at least G in one of the three quarters of required teaching. Those whose credit points equal two and two-thirds times the number of credits will receive honorable mention, while students whose credit points are three times the number of credits will be classified as honor students. One may not by withdrawing from a class in the second half of the quarter, avoid the loss of two credit points which a grade of F involves.

GRADUATION

Students who complete any of the curricula and give evidence of scholarship, teaching skill, personal character, and behavior, as well as general ability, will be graduated and awarded a diploma appropriate to the curriculum pursued, providing the required number of credit points has been made.

No diploma can be granted anyone who has not been a resident student at the State Teachers College pursuing a curriculum for at least three quarters of twelve weeks each, except that elementary normal school graduates may secure a standard diploma in two quarters, or 24 weeks of residence work. All of the student's work must be completed before the formalities of graduation take place and no student will be permitted to use any rule of this catalog nor any statement made by any member of the faculty as a reason for not completing the entire work of his curriculum before receiving a diploma.

Those who expect to enter the teaching profession by examination should apply to the State Department of Education at Bismarck. ,

THE DIPLOMA ACCREDITED

The diploma granted on the completion of Curriculum II (Standard) is accredited as a second-grade professional certificate for two years and after nine months of successful experience in teaching, the holder of this diploma is entitled to a certificate of the same grade valid for life.

The diploma granted on the completion of Curriculum I (Elementary) is accredited as a second grade professional certificate for two years and after nine months of successful experience in teaching, the holder of this diploma is entitled to a second-grade professional certificate valid for five years, and renewable at the discretion of the State Department of Education.

Those who complete the Preparatory Curriculum shall be entitled to a second-grade elementary certificate, which after eight months of successful teaching may be exchanged for a first-grade elementary valid for three years.

Completion of Curriculum III (Degree) gives one the degree of Bachelor of Arts in Education and a first grade professional certificate which after nine months of successful teaching becomes valid for life.

ADVICE TO PROSPECTIVE STUDENTS

Read this book carefully.

Do not hesitate to ask questions by letter before you come, or personally, at the office after arrival.

Be present on the first day of the quarter if possible.

Report at the office for all needed assistance.

Present on the opening day all credits earned in other institutions, or better still, send them to the committee on credits in advance of your arrival.

Bring such text-books and books of reference as you may have.

If you wish a room in any of the dormitories send \$2.00 to the president of the State Teachers College as a reservation fee. This will reserve a room for you and apply on your first month's board. This fee should be sent as far in advance of the opening of the quarter as possible.

Trains arrive in Valley City over the Soo Line as follows: From the west, No. 108 at 9:15 a. m., and 106 at 6:25 p. m. From the east, No. 105 at 7:05 a. m., and 107 at 8:42 p. m. The Soo station is located about two miles north of Valley City, but a street car meets all trains and brings passengers to the Northern Pacific station in the center of town. The fare on the street car is twenty-five cents.

Trains arrive in Valley City over the Northern Pacific railroad as follows: From the west, No. 2 at 1:28 p. m., No. 4 at 11:26 p. m., No. 8 at 7:55 p. m., and No. 136 at 6:10 a. m., From the east, No. 1 at 7:31 a. m., No. 3 at 8:06 p. m., No. 7 at 9:46 a. m., and No. 135 at 8:28 p. m. Trains Nos. 1 and 2 arrive over the high line about a mile from the city, but all trains are met by taxicabs and buses, which bring students to the city for a reasonable fee.

Students arriving in the city for the first time during the regular office hours at the State Teachers College, from 8:00 a. m. to 5:00 p. m., should go at once to the school building, register, and make arrangements for boarding and rooming accommodations.

Women students who arrive in the city late at night should go to the school dormitory at 640 Euclid Avenue.

The State Teachers College is located about four blocks south of the Northern Pacific station.

SOME THINGS EXPECTED OF STUDENTS

There are few rules to be observed at this institution, but the following requirements seem to be dictated by good sense and our experience in dealing with large bodies of students and may be said to express the school's ideals. Students are, therefore, required:

To conform to rules that may be announced from time to time.

To be prompt and regular in attendance upon all school exercises.

To observe such hours of study as may be designated.

To conform to the ordinary usages of good society in their relations to the public, to the teachers, and to each other.

To leave the city on permission of the preceptress, if an occupant of the dormitories. If not in the dormitories, then permission should be secured of the dean of women 24 hours before departure. But only the president may excuse if absence from class or other school exercise is involved.

To occupy no boarding house not approved by the dean of women.

To take proper care of all school property they may be using.

To refrain from any action that would bring discredit upon the good name of the student body.

To refrain from participation in private classes, local entertainments, social functions, or any other enterprise that will clash with school work, until the consent of the president of the school has been secured.

To submit to full physical and medical examination by the physical director and physician of the school upon entrance and after being infected with any contagious disease.

To secure a written statement from the school physician before re-entering, authorizing their return.

The school is the property of the state, more particularly of the teachers of the state. Its class exercises are always open to the public. Every citizen of the state is cordially welcome at any time.

For further information concerning the school, and for bulletins and circulars, address THE PRESIDENT OF THE STATE TEACHERS COLLEGE, VALLEY CITY, NORTH DAKOTA.

DESCRIPTION OF CURRICULA

The State Teachers College offers to prospective teachers an opportunity to prepare to teach almost any line of work in the public schools of the state, including four year high schools. Four main curricula, or groups of courses, are offered. The courses provided in each are outlined on page 51, and a statement of the prerequisites required for enrolling in each, the time required to complete each, and the certificate and teaching opportunities to which each leads are outlined on page 50.

The curricula offered are as follows:

1. A three year curriculum for graduates of the eighth grade who wish to teach in the rural school as soon as the legal requirements can be satisfied. (Preparatory).

2. A one-year curriculum for graduates of standard four year high schools who wish to secure a second grade professional certificate, which entitles the holder to teach in village and consolidated schools for two years, and which may be renewed for five years after nine months of successful teaching experience. (Elementary).

3. A two-year curriculum for high school graduates who wish to secure a more thoro professional training, leading to a second grade professional certificate valid for life after nine months of successful teaching experience. (Standard).

4. A four year curriculum for high school graduates, completion of which gives one the degree of Bachelor of Arts in Education and a first grade professional certificate valid for life after nine months of successful teaching. (Degree).

The State Teachers College offers ample opportunity to those who wish to secure special preparation and recommendation to teach some special line of work, such as agriculture, public school art, public school music, home economics, manual training, commercial subjects, or physical education, and to those who wish to prepare for teaching in kindergarten, primary, intermediate, or upper grades, special courses are outlined under Training Department on page 85.

Curriculum III offers an opportunity for one to prepare for departmental teaching in standard four years high schools, and for first class principalships and superintendencies.

SPECIAL NOTICE

Attention is called to the fact that students pursuing Curriculum II may, by taking nine electives in one department, secure not only a standard diploma with a second grade professional certificate valid for life after nine months of teaching, but also a **special certificate enabling the holder to teach the special subject in standard four year high schools.**

This opportunity to secure a special certificate is explained in detail under the Description of Courses in the several departments by which the electives are offered.

A high school graduate may, by enrolling in Curriculum II, and remaining here for two years, secure a special certificate to teach any one of the following subjects in high schools:

Drawing

Home Economics

Music

Manual Training

Commercial Subjects

It will be noticed from the outline on page 51 that the more elementary curricula lead up to the more advanced ones in such a way that a graduate from an elementary curriculum may, should he so desire, enter upon a more advanced curriculum without any loss of time or credits. A graduate from the preparatory curriculum may complete curriculum I in one year or curriculum II in two years. A graduate of curriculum I may complete curriculum II in one year, while graduates of curriculum II may in two years complete curriculum III and secure the degree of Bachelor of Arts in Education.

THE TEACHERS COLLEGE

The Teachers College consists of four years of work. The first two years constitute the Junior College; the second two, the Senior College. The curriculum of the Junior College is identical with that leading to the Standard diploma. The Senior College consists of twenty-four additional major credits.

ENTRANCE

In order to pursue work of college grade, the student must present evidence of graduation from a standard high school or its equivalent.

NOMENCLATURE OF COURSES

The Junior College courses of the first year are designated as 41, 42, and 43; those of the second year, as 51, 52, and 53. The Senior College courses of the first year are designated as 71, 72, and 73; those of the second year, as 81, 82, and 83.

A MAJOR CREDIT

A course giving one major credit of college grade is expected to require at least five periods of recitation and ten periods of preparation, or their equivalent, per week, for twelve weeks. This standard applies to all departments, including those courses that involve private as well as class lessons. No record is made for less than one-half credit.

AMOUNT OF WORK

A student should not carry more than four majors of work during any one quarter except in the Junior College where he is required to make an additional major credit in hygiene during each year.

ADVANCED STANDING

Application for advanced standing must be made to the Registrar at or before the time of entrance.

Standard collegiate credits from other institutions of higher learning are accepted so far as those credits apply on the curriculum to which the student is admitted.

Advanced standing will not be given for any work done in any high school, academy, or other school doing work of only secondary grade.

CORRESPONDENCE WORK

A student may submit for a degree a maximum of twelve major credits of work done by correspondence. Not more than six credits may be submitted toward the completion of the Junior College work; and not more than six for the completion of the Senior College work.

REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE

IN EDUCATION

RESIDENCE

At least three quarters of residence are required for a degree. Candidates for a degree are expected to be in residence during the quarter in which the degree is granted.

CURRICULUM

- a. General requirements.
 1. Number of major credits:

Junior College	
First year	13
Second year	13
Senior College	
First year	12
Second year	12
<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>	
Total	50
 2. Number of credit points 66½
 3. Number of credit points in theory and practice teaching 7
- b. Constants
 1. Education and Psychology 9 major credits
Note: Four must be of Senior college grade.
 2. Theory and practice teaching..... 5 major credits
 3. English 3 " "
 4. Teachers' Courses (Optional).... 4 " "
 5. Physical Education and Hygiene.. 3 " "
 6. General Agriculture 1 " "
 7. Non-credit work in physical education is required of all students while in residence.
- c. Major sequence
 1. To be selected before the beginning of the first year in the Senior College.
 2. To consist of not less than six or more than nine majors from one department, three of which may be of Junior College grade.
 3. If the major sequence is chosen in Education and Psychology, it shall consist of not less than three majors beyond the required constants. The minor sequence must consist of the maximum requirement, i. e. six.
- d. Minor sequence
To consist of not less than three or more than six major credits from one department; three of which must be of Senior College grade.
- e. Free electives
 1. Not more than six majors are permitted in any one department exclusive of the major and minor sequences.
 2. Students classified in the first year of the Junior

College may not elect Senior College courses. Senior College students may not elect courses from the first year of the Junior College.

3. If the student's major or minor does not include a foreign language it is recommended that he offer six of his free electives in one.

Courses which may be taken as major and minor sequences are outlined by the several departments offering them under "Description of Courses" in this catalog. The following departments list courses which may be grouped as major or minor sequences:

Agriculture

Education

History

Hygiene and Physical Education

Language (English, Latin, French)

Mathematics

Music

Science (Biological and Physical)

GENERAL VIEW OF THE CURRICULA

No.	Name of Curriculum	Requirements for admission	Credit given by the Board of Education	Time required for completion
	Preparatory	Completion of Eighth Grade	Certificate valid for two years in Rural Schools.	Three years
1	Elementary	Diploma from First Class High School, fifteen High School credits, or completion of the Preparatory curriculum.	Professional Certificate of Second Class for two years. After nine months' teaching experience a professional Certificate of Second Class for five years.	One year
II	Standard	Diploma from First Class High School, fifteen High School Credits, or completion of the Preparatory curriculum.	Professional Certificate of Second Class for two years. After nine months' teaching experience a Professional Certificate of Second Class valid for life.	Two years
III	Degree	Diploma from First Class High School, fifteen High School credits, or completion of the Preparatory curriculum.	Professional Certificate of the First Class for five years. After nine months' teaching experience a Professional Certificate of the First Class valid for life.	Four years

THE CURRICULA IN DETAIL

PREPARATORY CURRICULUM

First Year

Students expecting to receive a certificate for this curriculum should take the subjects marked with an asterisk (*). This certificate will entitle them to a second grade elementary teacher's certificate valid for two years. Those expecting to continue work in the college curricula should take those not marked.

FALL

Composition 11
 Physiology 11
 Algebra 11
 { Singing 11
 and
 { Drawing 11
 { Cookery 11
 or
 { Manual Training 11

WINTER

Composition 12
 European History 11
 Algebra 12
 Singing 12
 { Cookery 12
 or
 { Manual Training 12

SPRING

Composition 13
 Nature Study 11
 { Algebra 13
 or
 { Elective*
 { Cookery 13
 or
 { Manual Training 13

Second Year

Rhetoric 21
 Physiography 21
 American History 21
 { Geometry 21
 or
 { Elective*
 Penmanship 21

Rhetoric 22
 Regional Geog. 21
 American History 22
 { Geometry 22
 or
 { Elective*
 { Elective
 or
 { Arithmetic 21*

Rhetoric 23
 Regional Geog. 22
 American History 23
 { Geometry 23
 or
 { Elective*
 Botany 21

Third Year

English Literature 31
 Farm Crops 31
 Civics 31
 { General Physics 31
 or
 { Rural Pedagogy 31*
 { Elective
 or
 { Arithmetic 31*

English Literature 32
 Zoology 31
 Economics 31
 { General Physics 32
 or
 { Elem. Psych. 31*
 { Elective
 or
 { Teaching*

English Literature 33
 Soils 31
 Sociology 31
 { General Physics 33
 or
 { Elem. Psychol. 32*
 Elective

COLLEGE CURRICULUM

JUNIOR COLLEGE

First Year

FALL

Child Study
General Hygiene 41
(M)

{ Elective
or
† Teaching 51

Elect four from the following:

Singing Methods 41
Art Construction 41
Rev. Arithmetic 41

WINTER

Ele. Education 41
Juv. Literature 41

{ Elective
or
† Teaching 52

Rev. Geography 41
Pen Methods 41

SPRING

Psychology 41
Sch. San. & P. E. 41
(M)

{ Observation 41
Elective

Rev. History 41
Rev. Grammar 41

Second Year

General Agriculture
51

Teaching 51

{ Elective
or
Major Sequence
Elective
or
Minor Sequence

Hyg. of Sch. Child 51
(M)

Educa. Psychology
51 or

Educa. Sociology 51

{ Teaching 52
Elective
or
Major Sequence
Elective
or
Minor Sequence

Hyg. of Teacher &
Teach. Meth. 51 (M)

Adv. Education 51

Composition 51

{ Elective
or
Major Sequence
Elective
or
Minor Sequence

† Students pursuing Curriculum I take Teaching instead of Elective

SENIOR COLLEGE

Third Year

Major Sequence

Minor Sequence

Prin. of Education 71

Elective

Major Sequence

Minor Sequence

Psy. Measurements 71

Elective

Major Sequence

Minor Sequence

Sch Administration 71

Elective

Fourth Year

{ Major Sequence

or

{ Elective

{ Minor Sequence

or

{ Elective

Psy. of H. S. Subjects
81

Public Speaking 81

{ Major Sequence

or

{ Elective

{ Minor Sequence

or

{ Elective

Maj. Sequence Meth. Teaching 81

Community Hygiene Elective
81

{ Major Sequence

or

{ Elective

{ Minor Sequence

or

{ Elective

Curriculum I, Elementary, Consists of the work outlined for the first year of the Junior College.

Curriculum II, Standard, consists of the work outlined for the two years of the Junior College.

Curriculum III, Degree, consists of the work outlined for the Junior and Senior Colleges.

Explanation of Nomenclature

The first digit following the name of the course indicates, in general, the year of the curriculum in which the course is offered, while the second digit indicates the term of the subject. M designates the course as a minor.

NOTE: The prerequisites of any course are in general the courses in that subject which precede it. Any exceptions to this rule will be stated in the description of the course.

DESCRIPTION OF COURSES

AGRICULTURE

The work in agriculture is designed to train prospective teachers in bringing the interests of the home and the school into closer relation and thus better the conditions of rural life. An effort is made to teach the fundamental principles of agriculture so that teachers in rural, elementary, and high schools can intelligently direct and stimulate interest in the improvement of the agricultural conditions of North Dakota.

This institution has a well equipped farm with a modern dairy and horse barn, cows, horses, swine, and poultry. The land under cultivation is devoted to the growing of vegetables for the dormitories. Provision is made for garden space so that practice is given students in the planning, planting, and cultivation of various types of gardens. A good greenhouse is a part of the equipment. Demonstration and culture plots provide material for class use. In fact, every effort is put forth to make the instruction in agriculture as concrete and practical as the training of teachers in this subject would seem to require.

NOTE: All courses in the department require seven periods each week,—three recitations and four laboratory. The courses numbered 71 will be offered in 1921-22. Those numbered 81, in 1922-23.

REQUIRED COURSES:

Farm Crops 31, Major. Fall Quarter. Prerequisites are Nature Study 11, Botany 21, and Regional Geography 21 and 22. Classification of field crops. Rotation of crops and the

principles which govern. All of the leading grain crops studied intensively. Soils adapted to each with attention to their preparation and management during crop growth. Seed selection and preparation, planting, cultivation, harvesting. Recognition of weeds and methods of control.

Soils 31. Major. Spring Quarter. Prerequisites are the same as those for Farm Crops 31. This course gives the student a mastery of the fundamental principles of soils in their relation to the following: origin and classification, physical properties, water requirements, temperature, drainage, tillage, erosion, management of sandy and clay types, dry farming, farm manures and commercial fertilizers, nitrogen, humus, and the principal relations of soil and plant life.

General Agriculture 51. Major. Fall, winter and summer quarters. Students who have had the equivalent elsewhere are required to substitute for it some one of the special courses in agriculture. A general yet quite intensive study of farm crops, animals, and soils. An effort is made to develop an appreciation of the scientific basis of agriculture.

ELECTIVE COURSES:

Genetics 51. Major. Winter quarter. Fundamentals of this growing science including variation, physical basis of heredity, Mendelian inheritance, pure lines, mutations, etc., and their relation to plant and animal breeding. This course should appeal to prospective senior college students who are interested in any of the natural sciences, in the agricultural courses, in courses in eugenics, or who wish to acquire a general knowledge of this subject for its cultural value.

Farm Crops 51. Major. Fall quarter. An advanced course in the origin, development, and improvement of field crops as corn, wheat, oats, etc. A study of their classification, soil preparation, seed for planting, cultivation, harvesting, and storage. Crop rotation, diseases, and injurious insects. Seed selection. Methods of eradication. The principles of grain grading and dockage will be taught in this course.

Forage Crops 51. Major. Winter quarter. The chief grasses, legumes, and other plants suitable for pasture, hay, and silage. Fiber crops are also a part of this course.

Dairying 51. Minor. Summer quarter. This course is more intensive than the subject matter which can be presented in a general course in animal husbandry. Some attention given to the study of poultry. Laboratory work in milk and cream testing.

Grain Grading 51. Minor. Summer quarter. Dockage and its principles are taught. This course should meet the requirements of the law on this subject.

Horticulture 51. Major. Spring quarter. Designed to give the student a definite notion as to the planning, planting, and cultivation of fruit orchards, home and school gardens. The principles of gardening are emphasized. A study is made of the care and management of fruit trees and small fruits and their adaptation to North Dakota conditions. Laboratory work is largely out of doors or in the greenhouse. Pruning and spraying taught.

Animal Husbandry 71. Major. Fall quarter. The object of this course is to teach students the origin, development, and method of improvement of the principal breeds of farm animals. Attention is given to the management and care of animals as kept on the average farm. Draft and light types of horses. Beef and dairy cattle. Lard and bacon types of swine. Mutton and wool types of sheep. Meat, egg, and general purpose types of poultry. Stock judging, farm building plans, and milk testing constitute the laboratory work.

Dairying 71. Major. Winter quarter. This course is more intensive than the subject matter which can be presented in a general course in animal husbandry. Some attention given to the study of poultry. Laboratory work in milk and cream testing. Other laboratory exercises of a dairy character.

Feeds 71. Major. Spring quarter. The aim is to acquire a knowledge of the main principles of feeding farm animals. Food principles. The digestive system of an animal. Balancing and calculation of rations. Feeding standards. Dairying and its place in farm practice. Study of individual differences.

Soil Physics 81. Major. Fall quarter. Prerequisite, a year's work in physics or its equivalent. A definite and practical course in soil composition, soil forming processes, soil classification, soil structure and texture, the organic matter of the soil, soil water, and its movements and control, soil heat, soil air, land drainage, soil tillage, and dry farming. Standard exercises are worked out in the laboratory to make the work as concrete as possible.

Soil Fertility 81. Major. Prerequisite, a year of inorganic chemistry. Winter quarter. Chemical composition of the soil. Plant food and its use. Essential elements and crop requirements. Loss of soil fertility and methods of restoring and maintaining it. Farm and green manures. Commercial fertil-

izers. Field work. Principles illustrated by means of culture experiments.

Farm Management 81. Major. Spring quarter. Farming as an occupation, types of farming, diversified and specialized farming, soil management, farm machinery, labor, co-operation, capital, and marketing are among some of the topics that will receive careful study.

PUBLIC SCHOOL ART

The work in art is designed to give students, first, the power of seeing and interpreting the beauty of the familiar world, and a knowledge of practical aesthetics and established laws of good taste in the appointments of everyday life; secondly, a practical knowledge of perspective and color.

Special Notice:

Students desiring to receive special preparation for the teaching of art in the public schools are required to elect the following:

- Drawing 41
- Color 41
- Art Construction 41
- Drawing 51
- Applied Design 51
- Art History 51
- Art Methods 51
- Art Methods 52
- Art Methods 53

High school graduates who choose these elective courses in Public School Art, receive at the end of the two years' course the Standard diploma and a state certificate permitting the holder to teach drawing in any high school in the state. It is recommended that such students also elect music, manual training, or penmanship, inasmuch as there is a demand for teachers prepared to teach these subjects in connection with art.

REQUIRED COURSES:

Drawing 11. Minor. Fall quarter. Alternates with Singing II. Freehand perspective, landscape, bird and animal drawing. Pencil technique.

Color 11. Major. Spring quarter. The theory of color. Exercises to develop the color sense, and to teach the various applications of color in nature, art, and everyday surroundings. The principles of applied design.

Art Construction 41. Major. Optional. The principles of Art construction, leading to an appreciation of the fine arts, and the application of these principles to dress, house furnishings, and everyday aesthetics.

ELECTIVE COURSES:

Drawing 41. Major. Fall quarter. A course designed to meet the needs of those who wish to work for the Special Drawing Certificate but who have not had drawing in the high school.

Color 41. Major. Spring quarter. This course is more advanced than Color 11, and will meet the needs of those who wish to secure the Special Drawing Certificate.

Drawing 51. Major. Fall quarter. Prerequisite, Drawing 11, and Color 11, or equivalent. Drawing of still life and human figure. Mediums, pencil, and crayons.

Applied Design 51. Major. Winter quarter. Prerequisites, Drawing 11, Color 11, or equivalent. Deals with the various art crafts, block printing, and dyeing.

Art History 51. Major. Spring quarter. Open to all. The history and appreciation of art. A study of the evolution of the various art forms as a method of understanding the art of today.

Art Methods 51. Major. Fall quarter. Prerequisite, Drawing 11, Color 11, or equivalent. Methods in teaching art; a study of how children learn to draw; drawing in its relation to other school work; the development of themes which correlate with general school work, with drawing as a means of expression.

Art Methods 53. Major. Spring quarter. Prerequisite, Drawing 11, Color 11, or equivalent. Methods in teaching intermediate and upper grade art; the study of various curricula as offered in standard drawing courses.

Art Methods 53. Major. Spring quarter. Prerequisite, Drawing 11, Color 11, or equivalent. Primary methods in drawing and art expression; various kinds of industrial work suitable to the first four grades; blackboard drawing; clay modeling.

COMMERCE

Under the present laws of the state of North Dakota students who hold a Normal School Standard Diploma and who have had not less than nine nor more than fifteen of the credits in commercial work will be issued a certificate to teach commercial subjects in any high school of the state.

The nine electives required for this course are as follows:

Stenography 51, 52, 53

Bookkeeping 41, 42, 43

Commercial Law 51

Typewriting 2 whole credits in 5th year.

REQUIRED COURSES:

Penmanship 21. Major. Fall and winter quarters. Designed to improve the student's writing with especial attention to the correct pedagogy of the subject. Neatness, rapidity, and uniformity sought. The Palmer Method is used.

Penmanship Methods 41. Major. Optional. Designed to prepare students to become teachers and supervisors of writing. The development of a plain legible hand. Study of standard scales and their uses. Instructions in how to qualify for a Palmer Teacher's Certificate.

ELECTIVE COURSES:

Farm Accounts 21. Major. Winter quarter. A course specially designed to meet the needs of rural communities. It includes the fundamental principles of bookkeeping as applied to farm needs.

Commercial Arithmetic 21. Major. Fall and winter quarters. Thorough review of fundamental processes. Drill in rapid calculation. Short methods. Presentation of subject matter of commercial arithmetic.

Commercial English 21. Major. Fall and winter quarters. Short review of English grammar. Sentence structure. Simple themes. Spelling and punctuation. Commercial correspondence. Commercial forms.

Commercial Law 21. Major. Winter quarter. The object of this course is to give the student a general knowledge of law as applied to everyday business transactions with a study of the ordinary business forms such as checks, notes, drafts, leases, deeds, mortgages, bills of sale, insurance policies, wills, etc.

Commercial Law 51. Major. Fall quarter. An intensive study of law as applied to business in its various forms. Every phase is carefully explained and legal papers analyzed. Leading cases are studied and discussed. For students who expect to teach the subject or to enter business.

Bookkeeping 21. Major. Fall and winter quarters.

Bookkeeping 22. Major. Winter and spring quarters.

Bookkeeping 23. Major. Spring quarter.

Prerequisite, at least one year of general high school work or its equivalent. Two periods daily. These courses include the fundamental principles of modern bookkeeping as applied to a single proprietor, a partnership, and a corporation.

Bookkeeping 41. Major. Fall and winter quarters.

Bookkeeping 42. Major. Winter and spring quarters.

Bookkeeping 43. Major. Spring quarter.

These courses include a more comprehensive study of the fundamental principles of bookkeeping and accounting and is especially designed for students working for a Certificate in Public Accounting, or who expect to teach the subject.

Stenography 31. Major. Fall and winter quarters.

Stenography 32. Major. Winter and spring quarters.

Stenography 33. Major. Spring quarter.

Prerequisite, two years of general high school work or its equivalent. The fundamental principles of Gregg shorthand are taught in 31 and 32 with easy dictation the second half of 32, while 33 is devoted to dictation, transcription and office training.

Stenography 51. Major. Fall and winter quarters.

Stenography 52. Major. Winter and spring quarters.

Stenography 53. Major. Spring quarter.

This is a more intensive study of Gregg shorthand designed to meet the needs of those who expect to teach the subject or wish to become expert writers or court reporters. The first quarter covers the principles; the second reviews the principles with graded dictation; the third includes advanced dictation, transcription and office training. Students who have had two years of shorthand in high school may substitute Stenography Methods 51 for Stenography 51.

Stenography Methods 51. Major. Fall quarter. A review of the principles of Gregg shorthand with instruction and drill in the methods of presenting each lesson to high school or business college students. Drills in shorthand, penmanship, and methods of giving dictation.

Typewriting 31. Major or one-half major. Fall and winter quarters.

Typewriting 32. Major or one-half major. Winter and spring quarters.

Typewriting 33. Major or one-half major. Spring quarter.

A thorough mastery of touch typewriting, including proper fingering, rhythm drills, care of the machine, letter forms, and

tabulation. Special exercises for accuracy and speed are given regularly.

Typewriting 51. Major or one-half major. Fall and winter quarters.

Typewriting 52. Major or one-half major. Winter and spring quarters.

Typewriter 53. Major or one-half major. Spring quarter.

An intensive course in touch typewriting. Designed for those who are to teach the subject or become expert operators.

Penmanship 51. Major. Prerequisite, Penmanship 21 or 41 or its equivalent. The acquisition of skill in movement, proper slant, form and spacing. Special attention in sentence and body writing. A course in Text Lettering. Work given for high school advanced Palmer Certificate.

EDUCATION AND PSYCHOLOGY

REQUIRED COURSES:

Rural Pedagogy 31. Major. Fall quarter. A consideration of the general problems of the rural school, its discipline, program, and methods of recitation.

Elementary Psychology 31. Major. Winter quarter. An elementary introduction to psychology with special reference to principles underlying problems in the rural school.

Elementary Psychology 32. Major. Spring quarter. A continuation of the work begun in 31 with special emphasis on the psychology of learning and studying.

Child Study 41. Major. This course deals with the nature and nurture of the school child. The work of the school is considered from the standpoint of the child, the point of view being that knowledge of children is essential to the teacher's professional equipment.

Elementary Education 41. Major. An introductory study of the factors, problems, and principles involved in pedagogy, school organization, and school management.

Psychology 41. Major. Aims to give the student a knowledge of his mental processes and the laws and principles which determine them. The usual topics found in a course of psychology are discussed in relation to their function in teaching and in acquisition of knowledge.

Advanced Education 51. Major. Fall and spring quarters. A historical and descriptive study of public education in the United States with emphasis upon the development of school

organization, curricula, subject matter, and methods of teaching.

Educational Sociology 51. Major. Winter quarter. Required of those who do not take Educational Psychology 51. Deals with the school as an institution reflecting social demands and as a factor in creating ideals and directing social energy towards their realization.

Educational Psychology 51. Major. Fall quarter. Required of those who do not take Educational Sociology 51. A study of the psychology of learning. Some attention is paid to the hereditary, instinctive, neural and physiological elements but the main emphasis is given to factors and conditions for efficient and economical learning.

Principles of Education 71. Major. Fall quarter. A study of the underlying principles of educational theory and practice. The course includes a survey of educational aims and values. It takes up the derivation of principles from the laws of biology, physiology, psychology, and sociology and deals with their application to curricula, subject matter, school organization, methods of instruction, and the pupils' work and behavior.

School Administration 71. Major. Spring quarter. This course will be varied to conform to the needs of the class but will deal in general with legal and administrative factors and problems which confront teachers, principals, and supervisors.

Psychological Measurements 71. Major. Winter quarter. A study of the methods of measuring mental processes and general intelligence. Individual and group tests are described and illustrated. Detailed studies are made of results of tests with emphasis upon their diagnostic value for social and educational purposes.

Psychology of High School Subjects 81. Major. Prerequisite, required courses of Junior College grade. This course deals with general problems of the adolescent mind, its behavior and development. It takes up the mental processes involved in the study of language, mathematics, science, history, typewriting, and practical and fine arts of high school grade.

Psychology of Speech 81. Minor. See Public Speaking 81 under language.

ELECTIVE COURSES:

For those who are taking their major sequence in education and psychology, at least three majors will be elected in addition to the required courses.

Educational Measurements 51. Major. Spring quarter. Deals with standardized tests to be used in connection with school subjects and with methods employed in school surveys. Practical demonstrations of various tests together with methods of administering them will be given.

Educational Psychology 52. Major. Winter quarter. The psychology of the common branches. An analysis of the elementary school subjects with the object of determining what mental processes and conditions of learning are involved in mastering them. Considerable attention is given to recent experimental studies in learning these subjects.

Educational Systems 81. Major. Prerequisite, required courses of Junior College grade. The American school system, local, state, and national, is studied with emphasis upon the curricula, organization, and administration; comparisons are made with the school systems of England, France, Germany, and the Scandinavian countries.

Social Psychology 81. Major. Prerequisite, required courses of Junior College grade. This course is especially designed to give students an intelligent understanding of the forces which contribute to social organization and unity that they may be better enabled to understand the communities in which they teach. The psychological relation of individuals to each other and to the group is analyzed through instinct, emotion, intelligence, sex and racial differences.

HISTORY

REQUIRED COURSES:

European History 11. Major. Aim: to form a background for the study of American history and the development of American institutions.

American History 21, 22, and 23. Three Majors. Must be taken in fall, winter and spring quarters. Aim: to give an understanding of American history and institutions and an appreciation of American citizenship. American History 21 covers the field from Columbus to the Constitution; American History 22 from the Constitution through the Civil War; American History 23 from the Civil War to the present time.

Civics 31, Economics 31, and Sociology 31. Three Majors. Must be taken in the fall, winter and spring quarters. Aim: to give an understanding of American life and institutions from the viewpoint of their political, economic, and social development, with emphasis upon the application of these subjects to rural conditions.

Review History 41. Major. Optional. A review of the important phases of American history from the view-point of the teacher.

ELECTIVE COURSES:

North Dakota History 41. Minor. The aim of this course is to acquaint the student with the history of our state and with the sources and materials to be used in teaching it.

General History 41, 42, and 43. Three majors. The aim is to give an appreciation of ancient, medieval, and modern European history.

Rural Sociology 51. Major. Fall quarter. A study of rural life and its problems, with emphasis upon conditions in North Dakota.

Social Problems 51. Major. Winter quarter. A study of modern social problems and the principles of social reform.

Economic Problems 51. Major. Spring quarter. A study of modern economic problems and the principles and limitations of economic reform.

Modern History 71, 72, and 73. Three Majors. An intensive study of American and European history from the American Revolution to the present time. The lives of the leading men and women of America and Europe are emphasized.

NOTE: Either the modern history group (Modern History 71, 72, and 73) or the social science group (Rural Sociology 51, Social Problems 51, and Economic Problems 51) will be given each year, according to demand.

HOME ECONOMICS

The work in home economics is intended to prepare teachers of cooking and sewing for consolidated and high schools. The course is practical, designed to train the student in the arts and sciences of home making, and develop in her the ability to impart this knowledge to others.

Special Notice:

A special certificate to teach home economics is issued by the State Department of Public Instruction. Students desiring to receive this certificate and recommendation in home economics are required to elect the following:

Cookery 41 and 42

Food Study 41

Cafeteria Cooking 51

Cookery 51

Dietetics 51

Sewing 41 and 42

Textiles 41

Dressmaking 51

Household Management and

Sanitation 51

Dressmaking 52 or Cookery 52

One year of elementary chemistry is prerequisite to this work, which may be taken here as an elective in the fourth year. Students who have had one or two year courses in home economics in high school or equivalent are not required to take Cookery 41 or 42, or Sewing 41 or 42. All must take Art Construction 41 and are urged to take further electives in Art, Commerce, Public School Music or Manual Training.

REQUIRED COURSES:

Cookery 11, 12, and 13. Three Minors. Optional. Fall, winter, and spring quarters. Alternates with Sewing 11, 12, and 13. This work is designed to give a knowledge of ordinary food materials, their composition, production, and their nutritive and economic value. Laboratory work includes food preservation and attractive ways of serving, with emphasis upon economy and the nutritive value of materials used.

Sewing 11, 12, and 13. Three Minors. Optional. Fall, winter, and spring quarters. Alternates with Cookery 11, 12, and 13. This course forms a basis for further courses offered or for practical work in the home by problems in handwork, simple drafting and adaptation of commercial patterns. It includes a study of the use and care of sewing machine and attachments with application to simple under-garments and a wash dress.

ELECTIVE COURSES:

Cookery 41. Minor. Winter quarter. A course in cookery based on the study of Food Principles, planned to give the student a working knowledge of the fundamental processes of cookery and includes work in carbohydrates, protein and food combinations. Economy and efficiency in handling materials are emphasized.

Cookery 42. Minor. Spring quarter. This course is a continuation of Cookery 41 and continues work in food combinations. Salads, desserts, canning and serving are emphasized.

Food Study 41. Minor. Fall quarter. This course is designed to give a knowledge of food classes, their composition, production, manufacture, and the changes taking place in them during the cooking and digestive processes.

Sewing 41. Minor. Winter quarter. To form a basis for all sewing the various stitches and processes ordinarily used in

sewing are taught in the making of articles. A study is made of the straight line drafting, the care and use of the sewing machine, and simple garments which involve machine and hand sewing.

Sewing 42. Minor. Spring quarter. A study of commercial patterns and their use in the construction of a wash dress. A study of machine attachments and use of them in making simple garments. The object of this course is to secure speed and efficient use of the sewing machine.

Textiles 41. Minor. Fall quarter. A study of the production of the textile fibres and manufacture into fabrics as a basis for better judgment in purchasing. Note book required.

Cafeteria Cookery 51. Major. Winter quarter. Prerequisite, one year of elementary cookery. This course is intended to give practice in planning and serving cafeteria lunches. Experience is gained in large quantity cookery as well as in planning minimum cost lunches suitable for school hot lunches.

Cookery 51. Major. Winter quarter. Open to all students having had one year of cookery. Foods more elaborate in composition and preparation are considered.

Cookery 52. Major. Spring quarter. Open to all students having had one year of cookery. Work in planning and serving meals; choice and arrangement of appropriate decorations and correct methods of service.

Dietetics 51. Major. Spring quarter. Prerequisite, Food Study 41. This course includes a study of the fundamental principles of human nutrition, their application to the dietary of the individual and family under varying conditions, and a study of food in relation to disease.

Dressmaking 51. Major. Fall quarter. Open to all students having had one year of sewing. Construction of a semi-tailored woolen dress. Instruction given in sponging, pressing, and in the care and renovation of clothing. Construction of a silk blouse. Handling of silk materials, various finishes and methods of trimming.

Dressmaking 52. Major. Spring quarter. Open to all students having had one year of sewing. Practice in drafting, cutting, fitting, and designing patterns. Each student plans, cuts, and make a thin dress for a stated amount. All decorations and findings must come within a given estimate. A tailored skirt of wash material is also made.

Household Management and Sanitation 51. Major. Fall quarter. Under this head various topics are considered, as house sanitation, cleaning and cleaning agents, care of mater-

ials, relation of income to expenditure, the systematic arrangement of household duties and business methods.

Home Economics Teaching 51. Major. At least one term of practice teaching in cookery and sewing is required of all students, intending to teach this special work. Planning of courses on cookery and sewing, cost and planning of laboratory equipment and cost of maintenance are considered with the critic teacher.

HYGIENE AND PHYSICAL EDUCATION

Courses offered in hygiene and physical education may be grouped into three classes as follows:

I—Required Courses.

II—General Elective Courses.

III—Special Elective Courses.

This grouping corresponds roughly with the three-fold purpose of the department, namely, the physical training and health education of students while in school; the training of teachers who can combine playground or community welfare work with their teaching; and the training of specialist qualified to teach or supervise the teaching of hygiene and physical education in their varied aspects.

General practice courses of either two or three weekly periods in physical education are required of all students during their period of residence at the school.

Two prescribed half-credit courses are required during the fourth and also the fifth year. One prescribed half-credit course must be included in the Senior College work.

Students desiring to specialize in playground work or other forms of community extension work are advised to elect the general courses offered by this department and in addition Rural Sociology 51, Economic Problems 51, Social Problems 51, Educational Psychology 51, Social Psychology 81, and Nature Study 41.

Students anticipating the standard diploma and desiring to specialize in hygiene and physical education must elect Playground Methods 41, Anatomy 41, and Physiology 41 in the first year of the Junior College and the remaining special and general courses with the exception of Community Recreation 71, and Heredity and Eugenics 71, in the second year of the Junior College.

Students anticipating the degree of Bachelor of Arts in Education and desiring to select their major sequence in the

Department of Hygiene and Physical Education must elect the three courses above mentioned in the Junior College and the remainder of the general and special elective courses as a part of their work in the Senior College.

REQUIRED COURSES

Physical Education Practice (General). Two or three periods each week. Classes are conducted for both men and women. The work includes graded calisthenics, elementary and advanced apparatus work, gymnastic, aesthetic and folk dancing, games, and indoor and outdoor athletics. The equivalent of one term is given to a consideration of school games, and public school gymnastics. The kind of practical work which a student may do is optional with the student in so far as his physical condition and skill will allow. During the fall and spring the work for both men and women is conducted in the open air, weather permitting. During the winter months it consists of gymnastics, indoor athletics, and winter sports when conditions are favorable.

Practice 11, 12, and 13. See Physical Education Practice (General).

Practice 21, 22, and 23. See Physical Education Practice (General).

Practice 31, 32, and 33. See Physical Education Practice (General).

Practice 41, 42, and 43. See Physical Education Practice. (General).

Practice 51, 52, and 53. See Physical Education Practice. (General).

Practice 71, 72, and 73. See Physical Education Practice. (General).

Practice 81, 82, and 83. See Physical Education Practice. (General).

General Hygiene 41. Minor. Fall, winter, and summer quarters. Causes of disease and prevention. The care of the human machine. Sources and methods of infection. Bodily defences.

School Sanitation and Physical Education 41. Minor. Fall, winter, and summer quarters. Combined with Physical Education Practice. Sanitation of school buildings, equipment, and grounds. The nature and needs of the boy and the girl of school age. The value of physical education as a factor

in the mental and physical growth of the youth of both sexes. Progress of physical education in the public schools in the United States and in foreign countries. Materials and methods in physical education for both city and rural schools.

Hygiene of the School Child 51. Minor. Fall, winter, and summer quarters. Physical defects as affecting mental training and social efficiency. What the school can do.

Hygiene of the Teacher and Teaching Methods 51. Minor. Fall, winter, and summer quarters. A continuation of emphasis on the principles of personal hygiene as considered in General Hygiene 41 with special application to the teaching profession. Also methods of teaching hygiene in elementary and high schools.

Community Hygiene 71. Major. Fall quarter. Hygiene of the home and family, institutional, occupation, rural, state, federal, and international hygiene.

GENERAL ELECTIVE COURSES

Playground Methods 41. Major. Fall, spring, and summer quarters. Play in its relation to the education of the youth. Playgrounds, their history and use, equipment and management. Playground games, and method of teaching them.

Physical Examination and First Aid 51. Major. Spring quarter. Determination of condition of eyes, ears, nose, and throat, scalp and skin, nutrition, and posture. Early symptoms of contagious diseases, and diagnosis of common ailments and injuries, such as fractures, bruises, sprains, dislocations, wounds. Methods of treatment taught in connection with a clinic conducted in the training school.

Athletic Coaching 51. Major. Winter and spring quarters. A study of the rules of the various competitive athletic games, methods of developing teams, systems of play and diagrammed plays in such sports as football, basketball, baseball, hockey, etc. Organization of group play and large number competition. Class may be divided into sections for men and women.

History and Principles of Physical Education 71. Major. Fall quarter. Assigned readings and recitations covering the period of Greek and Roman culture, the Medieval and Modern periods, and the history and development of physical education in its various phases in America. Literature of Physical

Education. The viewpoint, applications, and the reason for physical education. Explanations and discussions of some of the problems relating to physical education.

Rhythmics 51, 52, and 53. (Gymnastic Dancing). The study and practice of the fundamental dance steps. Folk, aesthetic, and interpretive dances. May be elected by any student above the first of the Junior College in the place of Physical Education Practice and must be taken by students specializing in hygiene and physical education.

Community Recreation 71. Major. Fall and spring quarters. Problems of adolescent and adult recreation. The school as a social center. Special movements as Boy Scouts, Camp Fire Girls, and Boys' and Girls' Camps.

Heredity and Eugenics 81. Major. Fall and spring quarters. Application of the principles of heredity to mankind. Eugenics as related to racial and national health and efficiency. The problems of degeneracy.

SPECIAL ELECTIVE COURSES:

Anatomy 41. Major. Winter quarter. The gross anatomy of the muscles, bones, joints, organs, nervous system, and the circulation as a basis of further study in physiology and hygiene.

Physiology 41. Major. Spring quarter. The functions of the human body. Physiology of exercise. Kinesiology.

Physical Education and Technique 71 and 72. Two majors. Fall and winter quarters. Swedish and German systems of gymnastics, apparatus work, advanced public school and playground methods.

Physical Education Teaching 71. Major. Fall, winter and spring quarters. Practice teaching in athletics and gymnastics within the Department of Hygiene and Physical Education. (This course should not be confused with the required practice teaching in the Training School.)

LANGUAGE

REQUIRED COURSES:

Composition 11, 12, and 13. Three Majors. Fall, winter, and spring quarters. Aim: to teach the essentials of grammar and composition, and to help the student to read understandingly and with expression. The writing of weekly themes and

exercises in oral composition form an essential part of the course.

Rhetoric 21, 22, and 23. Three majors. Fall, winter, and spring quarters. Aim: to teach the principles of correct expression in written and oral English, and to develop an appreciation of English masterpieces. The presentation of weekly themes both written and oral is required throughout the year.

English Literature 31, 32, and 33. Three majors. Fall, winter, and spring quarters. Aim: to create an interest in good literature and to develop in the student the power of both written and oral expression. The work of the spring term is devoted chiefly to public speaking.

Review Grammar 41. Major. Optional. A review of English grammar, giving special attention to the requirements of good usage commonly violated.

Juvenile Literature 41. Major. A study of the different types of literature suitable for children in the elementary school. An appreciation of literature as an art is encouraged; the presentation of stories and poetry, and much reading of children's literature are required. One period a week is given to library methods.

Composition 51. Major. Fall and spring quarters. This course is designed to aid teachers in developing the expression of children, both written and oral; also to afford a review of essential rhetorical principles. Weekly themes are required.

Public Speaking 81. Major. To be taken in connection with Psychology of Speech 81. This course includes extemporaneous speaking and practice in reading prose and poetry. Some time is devoted to the study and analysis of the various types of speeches. The Psychology of Speech deals with the physiological, neurological, and psychological elements in the language, speech defects and their treatment.

Language Methods 81. Major. This course includes a study of problems in teaching language in secondary schools, and gives some attention to the examination of high school curricula.

ELECTIVE COURSES:

American Literature 31, 32, and 33. Three majors. Fall, winter, and spring quarters. The fall quarter is devoted to a study of American prose before 1900; the winter quarter to

American poetry before 1900; the spring quarter to twentieth century writers.

Public Speaking 41. Minor. Fall quarter. The aim of this course is to aid in the development of speaking-voice quality, and of accurate enunciation and pronunciation. Narrative and simple dramatic selections are studied.

Public Speaking 42. Minor. Winter quarter. A continuation of Public Speaking 41. Much attention is given to extemporaneous speaking, and to the preparation and presentation of the various types of speeches.

Rhetoric 51, 52, and 53. Three majors. Fall, winter, and spring quarters. An intensive study of the various forms of prose discourse and literary style.

Journalism 51. Major. This course runs through the year and may be substituted for Composition 51 which is required in the second year of the Junior College. Members of this class are trained in the essential of conducting a school paper and are given a place on the editorial staff of the "Teachers' College Budget," the weekly school paper.

Literature 71, 72, and 73. Three majors. Fall, winter, and spring quarters. An intensive study of some particular form or type of literature. The subjects vary from year to year. The course for 1921-22 will be a study of the drama.

English X. Winter and spring quarters. Designed to be helpful to any who are delinquent in composition and reading. Students may be asked to enter this class and to remain as long as individual needs may require. The class meets one to three hours a week as may be required.

French 41, 42, and 43. Three majors. Fall, winter, and spring quarters. Grammar and reading. Special emphasis is placed on conversation in French as far as possible from the beginning. Daily drill in pronunciation and colloquial French.

French 51, 52, and 53. Three majors. Fall, winter, and spring quarters. Irregular verbs and syntax. Dictation and composition. French letter writing. Elements of commercial French. Reading and analysis of select classics. Word building and relationship to kindred languages constantly referred to. Conversation in French only.

French 71, 72, and 73. Three majors. Fall, winter, and spring quarters. Course arranged so as to form a thorough

preparation for students intending to teach French. Review drills in pronunciation. Complete syntax. Special attention given to etymology, synonyms, and idiomatic constructions. French versification. Reading and analysis of classical and romantic poetry. Condensed history of French literature.

French 51, 52, 53, and 71, 72, 73 may be taken as a major sequence. Either year may be chosen for a minor sequence.

LeCercle Francais. An organization of students who have completed French 43 and who have shown special inclination for French language and literature. This will be the local branch of the international society known as L'Alliance Francaise.

Latin 41, 42, and 43. Three majors. Fall, winter, and spring quarters. Aim: to give the student a vocabulary, and a thorough knowledge of forms and fundamental principles of syntax. The kinship between Latin and English words is carefully noted.

Latin 51, 52, and 53. Three majors. Fall, winter, and spring quarters. The reading covers four books of Caesar's Gallic War. The work is designed to enlarge the student's English vocabulary through the study of Latin words, to train him in English composition through the translation from Latin to idiomatic English, and to give him a clear idea of what is meant by the structure of language.

Latin 71, 72, and 73, and 81, 82, and 83. Six majors. Fall, winter, and spring quarters. Prerequisite, four years of high school Latin. The work will include readings in Ovid, Cicero, Livy, Horace, and Terence, a study in the different forms of Latin literature, of the life and customs of the Roman people, of the organization of the Roman government, and an advanced course in Latin prose composition. The work of the two years will alternate, Latin 71, 72, and 73 being offered in the year 1921-22, Latin 81, 82, and 83 in the year 1922-23, and so on.

NOTE: In order to receive credit in Latin or French at least one year must be taken. Beyond the first year each major will be recognized.

LIBRARY

Library Methods 41. Required in the fourth year. One hour a week in connection with Juvenile Literature 41.

A study of the arrangement of the books on the shelves, the

general plan and the possibilities of the classification, the use of the card catalog, and the value and use of reference books, such as the principal dictionaries, encyclopedias, atlases, gazatteers, and year-books, the various types of periodicals, with instruction in the use of the Reader's Guide. How to obtain all the information a book affords from the title page, preface, table of contents, and index. The relation between the school and all library agencies— state and local.

MANUAL TRAINING

The purpose of this department is to prepare teachers of manual training for the rural, consolidated and high schools. The classes in this department meet one double period each day.

Students desiring to receive preparation and recommendation to teach manual training are required to complete any nine of the fifteen electives offered. The State Department of Public Instruction issues a special certificate to teach manual training to those who complete this two-year course.

The electives of this department are as follows:

Cabinetwork 41, 42
Mechanical Drawing 41, 42, 43
Turning 51
Blacksmithing 51
Organization of Manual Training 51
Printing 41
Mechanical Drawing 51, 52, 53
Patternwork 51
Machine Work 51, 52

Those who have had manual training in high schools will not be required to duplicate their work but may choose other electives.

REQUIRED COURSES:

Manual Training 11, 12, and 13. Three majors. These courses are similar to the work offered in the upper grammar grades and first year high school. They are offered for those who have had no manual training or have not completed their elementary work. These courses or their equivalent are prerequisite to any elective course.

ELECTIVE COURSES:

Cabinetwork 41 and 42. Two majors. Standard types of furniture and cabinets designed, constructed and finished. The saw bench, band saw, jointer and mortiser are used in this work.

Printing 41. Major. This work consists of composition and distribution of type and platen press work. A part of the job printing for the school is done in this department, thus giving students a chance to do practical work.

Mechanical Drawing 41, 42, 43, 51, 52, and 53. Six majors. This work consists of lettering, orthographic projection, geometrical construction, standard conventions, machine details and assembly, sheet-metal drafting, isometric and cabinet projection, cams, levers and gearing, architectural details, tracing and blueprinting.

Turning 51. Major. Simple exercises in soft wood are followed by tool handles, Indian clubs, ball bats, pedestals and floor lamps.

Patternwork 51. Major. Prerequisite, Turning 51. Pine and mahogany used to make patterns, angle irons, bushings, pulleys, blank gears, core boxes, jack-screws and other castings. A limited amount of core making and molding.

Blacksmithing 51. Major. Spring quarter. This course covers the usual processes of upsetting, drawing, bending, welding, tempering, filing, grinding and drilling. The following or similar articles are made: staple, gate hook, eye-bolt, chain links and hook, wrench, hammer, tongs, chisels and punches.

Machine Work 51 and 52. Two majors. Fall and winter quarters. Prerequisite, Turning 51. This work consists of chipping, filing, scraping, pouring babbitt and other bench work. The work at the machines consists of straight and taper turning, thread cutting, boring, reaming, drilling and milling slots, key-ways and formed surfaces, spur gears and racks.

Organization of Manual Training 51. Major. Spring quarter. This is a recitation course of one period and no tool work. Outlines are prepared on the history of the different systems and their development in this country. Problems of buying supplies and equipment are studied. Courses of study for

different grades and schools are outlined, papers on organization and presentation of shop work.

MATHEMATICS

REQUIRED COURSES:

Algebra 11, 12, and 13. Three majors. Fall, winter, and spring quarters. The solution of a system of simultaneous quadratics of two unknowns and their graphs.

Geometry 21, 22, and 23. Three majors. Fall, winter, and spring quarters. Mathematical knowledge essential to the study of physics; the power of logical steps; the ability to express in concise English. Plane Geometry.

Arithmetic 21. Major. Winter quarter. Prerequisite, Algebra 11 and 12. Required of those who expect to teach at the end of three years. Fundamentals and drills in arithmetic with emphasis upon methods for presenting them in the grades.

Arithmetic 31. Major. Winter quarter. A general review of the subject with emphasis placed on the application to farm accounts, the study of dockage and grading of wheat.

Review Arithmetic 41. Major. (Optional). A review of the subject matter from the standpoint of the elementary school. Each topic in the course is considered with reference to child psychology and the demands of industry. The subjects of dockage, grain grading, and moisture testing are treated in detail with complete apparatus.

ELECTIVE COURSES:

Solid Geometry 41. Major. Prerequisite, Plane Geometry 23. Offered the spring quarter or when requested by a sufficient number of students. The straight line in space, the plane, the more common solids as the parallelopiped, prism, pyramid, cylinder, cone, and sphere with their applications to problems.

College Algebra 51, 52, and 53. Three majors. Fall, winter, and spring quarters. Prerequisite, Algebra 13, and Plane Geometry 23. The first quarter of this course will be offered during any quarter as an elective in the first year of the Junior College upon a request of a sufficient number of students. Regularly offered in the fall quarter. It is devoted to a thorough review of Algebra 13 through simultaneous quadratic equations and their graphs, comprising the topics factoring, divisors and multiples by long division, indices, surds,

imaginaries, quadratic equations and their graphs. Beginning with the winter quarter the topics pursued are indeterminate equations, inequalities, progressions, functions and the theory of limits, derivatives of simple algebraic functions, series, logarithms, determinants, and the elements of the theory of equations. This course is quite essential to the successful pursuit of Physics.

Trigonometry 71. Major. Fall quarter. Plane and spherical trigonometry, manipulation of formulae; reduction of inverse functions; solution of right and oblique triangle by means of logarithms; trigonometric equations, logarithmic and exponential series, graphs of trigonometric and inverse functions, hyperbolic functions. It is advisable that the student pursue this course before or at least simultaneous with his study of Physics.

Analytical Geometry 71 and 72. Two majors. Winter and spring quarters. Loci and their equations, the straight line, the circle, parabola, ellipse, and hyperbola and their relations to each other in Cartesian and Polar Coordinates only. Transformation of systems. Loci of the second order, higher plane curves. Tangents, normals, parametric equations and their loci. An introduction to solid analytics.

Calculus 81, 82, and 83. Three majors. Fall, winter, and spring quarters. Derivatives, series, expansion of functions, indeterminate forms, maxima and minima, partial derivative, change of variable, directions of curve and curvature, order of contact and envelopes. Integration of standard forms, constant of, rational fractions, irrational fractions, trigonometric forms, by parts, by substitution. The definite integral. Applications to plane curves and volumes. Double and triple integration, their applications. Surface, volume and moment of inertia of any solid. Center of gravity, pressure of fluids and force of attraction.

Mathematical History and Methods 81. Major. Fall or spring quarter. Prerequisite, Trigonometry 71. Required of those electing their major sequence in Mathematics. The course comprises a critical historical survey of the development of the arithmetic in the United States and a survey of the recent and present-day developments and movements in the teaching of secondary mathematics, correlation of subjects, tests and examinations, definitions. Consideration of content and historical development of the topics of algebra, geometry, and trigonometry from the viewpoint of methods of presentation,

emphasis, difficulties and their possible remedies, the assignment of topics to be reported and discussed, reports on current topics in mathematical journals.

MUSEUM

Museum Methods 41. Major or minor. Elective in the Junior College. A study of the school museum with practical training in school museum work.

MUSIC

The Conservatory

This department offers courses in violin, piano, voice, and harmony and counterpoint, the last three years of which may be taken by Senior College students as major or minor sequences.

There are no special requirements for entering this department, but candidates for graduation must have pursued a literary course equivalent to that of a standard four year high school. Two complete courses are offered for special music students, the Diploma Course and the Teachers' Course.. The requirements are the same except that graduates from the latter are required to render only part of the program of the graduate recital. Graduates in violin and voice must take one year of piano, and those graduating in piano one year of voice work, or one year on one of the orchestral instruments (Secondary Subject).

The following courses are required for graduation of special students of this department and offered as electives for regular students of the Teachers' College:

Solfeggio, Minor, 41, 42, 43, 51, 52, 53.

History of Music, Minor, 41, 42, 43.

Harmony, Counterpoint, and Analysis, Major, 51, 52, 53, 71, 72, 73, 81, 82, 83.

Secondary Subject, Minor, 41, 42, 43.

Sight Playing, Minor, 41, 42, 43.

Ensemble Playing, Minor, 41, 42, 43.

Normal Training, Minor, 41, 42, 43, 51, 52, 53.

MUSIC—PRIVATE AND CLASS LESSONS

Two private lessons a week in violin, piano, and voice—one Major; one private lesson or two class lessons a week—one Minor.

Preparatory Grades (Violin). The work covers the first two books of Hohmann's violin school, studies by Wohlfahrt, Kaiser, Hrimaly, and Sevcik, duets by Gebauer, Pleyel and Mazas, and selections by Huber, Sitt, Dancla, Weiss and Bohm. Mr. Froysaa and assistant.

Violin 41, 42, and 43. Elective. Studies by Kaiser, Hrimaly, and Sevcik. Duets by Mazas and Viotti; concertos by Accolay, Seitz, Viotti, Raff, Wieniawski and Kreisler. Mr. Froysaa and assistant.

Violin 51, 52, and 53. Elective. Studies by Kaiser, Mazas, Kreutzer and Sevcik, duets by Kalliwoda and Viotti; concertos by Rode and Viotti, and selections by Randegger, Svendsen, Wieniawski and Kreisler. Mr. Froysaa and assistant.

Violin 71, 72, and 73. Elective. Studies by Kreutzer, Fiorillo, and Sevcik, duets by Beriot, concertos by Bach and Beriot; sonatas by Haendel and Tartini, and selections by Corelli, Beriot, and Sarasate. Mr. Froysaa and assistant.

Violin 81, 82, and 83. Elective. Studies by Kreutzer, Fiorillo, Rode and Sevcik; sonatas by Bach, Bethoven and Grieg; concertos by Mozart, Spohr, Wieniawski and Mendelssohn, and selections by Sarasate, Wieniawski and Vieuxtemps. Mr. Froysaa and assistant.

Preparatory and Intermediate Grades. (Piano). Elective Duets by Enchausen op. 72. Harthan-Barbour, Low Dennee op. 18, Susan Smith, Garnsey, etc., Forty studies for a beginner by Armand, Enchausen op. 63, Gurlitt op. 228, 141, 140, etc., Duveroy op. 100, Lemoine op. 37, 38, Heller op. 47, sonatinas of Lichner, Reger, Schytte, Clementi, Lynes, and Kuhlau, Little Preludes and Fugues of Bach (the easier ones). Technic; five finger exercises, major and minor scales, broken chords and arpeggios. Easier classics and modern compositions. Mrs. Wright and assistatnts.

Piano 41, 42, and 43. Elective. Technic; Duveroy op 120, Heller op 47, 56, 45, and Bach. Sonatinas and sonatas, and compositions by modern and classical composers. Mrs. Wright and assistants.

Piano 51, 52, and 53. Slective. Technic; Studies of Burgmuller, Bertini, Heller, Duveroy, Bach, Kohler op 128. Mixed sonatinas and sonatas. Easier compositions of Beethoven, Borowski, Dennee, Chaminade, Godard, Lynes, Loek, Nevin, Merkel, and others. Mrs. Wright and assistants.

Piano 71, 72, and 73. Elective. Technic; Studies of Heller, School of Velocity, Kohler and Cramer, Studies of Buelow, Czerny op. 289, Bach, Two and Three Part Inventions, and French Suite. Sonatas of Mozart, Haydn, and Beethoven. Compositions of modern and classical composers. Mrs. Wright and assistants.

Piano 81, 82, and 83. Elective. Technic; Studies from Cramer-Buelow, books III-IV, Czerny op. 299 and 740, Clementi Gradus Ad Parnassus, easier Chopin studies. Sonatas, Beethoven, Grieg, Chopin, and others. Well-tempered Clavichord and English Suite, Bach. Compositions of Schumann, Schubert, Chopin, Mendelssohn, Grieg, Sinding, Moszkowsky, Tchaikowsky, Liszt, Brahms, Debussy, and others. Mrs. Wright and assistants.

Voice 41. Elective. A study of natural vocal production. Emphasis upon breath control. Miss Peckham.

Voice 42. Elective. Continued exercises for diaphragmatic control of the breath, also vocalises and simple English songs. Miss Peckham.

Voice 43. Elective. Continued exercises, vocalises, and English songs. A study of English diction. Miss Peckham.

Voice 51, 52, and 53. Elective. Study of English songs and ballads. Singing diction. Song analysis. Attendance is required at all public recitals as well as performance in public at the discretion of the instructor. Miss Peckham.

Voice 71, 72, and 73. Elective. Study of lighter operatic arias and oratorio. Public performance. Miss Peckham.

Voice 81, 82, and 83. Elective. Study of more difficult arias from opera and oratorio and general review. Program building. Teaching methods, and a general study of French, Italian and English songs, German Lieder, and modern American art songs. Miss Peckham.

PRICES OF PRIVATE LESSONS

Violin—Mr. Froysaa

Two lessons a week for one quarter.....	\$24.00
One lesson a week for one quarter.....	16.00

Mr. Amoth

Two lessons a week for one quarter.....	9.00
One lesson a week for one quarter.....	6.00

Piano—Mrs. Wright

Two lessons a week for one quarter.....	\$24.00
One lesson a week for one quarter.....	16.00

Mr. Olsson, Miss Wright and Miss Waller

Two lessons a week for one quarter.....	18.00
One lesson a week for one quarter.....	12.00

Miss Bale

Two lessons a week for one quarter.....	9.00
One lesson a week for one quarter.....	6.00

Voice—Miss Peckham

Two lessons a week for one quarter.....	\$24.00
One lesson a week for one quarter.....	16.00

Pupils are expected to pay for lessons in advance by the term. Payment should be made in the general office before the pupil takes his first lesson. In no instance are fees refunded except in the case of serious illness on the part of the student. Lessons unavoidably missed are usually given before the close of the term, but such arrangements must be made by the pupil with his instructor.

CLASS LESSONS

Class lessons in violin and piano are offered free of charge to all regular students in the Normal school and pupils of the Training school, the rate to others being \$3.60 for a term of twelve weeks, two lessons a week.

Classes in voice will also be formed, the usual fee for individual lessons being pro-rated among the members of each class.

If there is a sufficient demand, classes will be organized for instruction in clarinet, cornet, and other orchestral instruments.

PUBLIC SCHOOL MUSIC

High school graduates who wish to become supervisors of music, will by completing nine terms of work in this department receive at the end of the two years' course, the Standard diploma and a State Certificate permitting the holder to teach music in any high school in the state.

The required electives for this certificate are as follows:

Supervisors Methods 41, 42, 43

Singing Methods 41

History of Music and Harmony 51, 52, 53
Teaching Music 51, 52

It is recommended that such students elect also courses in drawing, home economics, or physical education, inasmuch as there is a demand for teachers prepared to teach these subjects in connection with music.

REQUIRED COURSES:

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Singing 11. Minor. Fall quarter. Students are taught to sing many of the best songs with particular attention to good tone quality, articulation, and correct breathing and phrasing. The theory of music and practice in reading music at sight.

Singing 12. Major. Winter quarter. Songs and their proper rendition, drills in reading music at sight. The theory of music, the organization of rural school music and study of best material to be used. The memorizing of standard patriotic songs, folk songs, and a few of the great hymns. The use of the phonograph in schools.

Singing Methods 41. Major. Optional. This course is designed to meet the needs, in music, of the grade and rural teacher. They are taught many songs, given methods of presenting work, and taught the best uses of the phonograph in the schools.

ELECTIVE COURSES:

Supervisor's Methods 41, 42, and 43. Three majors. A careful study of the material for all grades and high school, and the best methods of presentation. A study and comparison of the various public school systems. Each student is required to conduct several public programs before graduation. A study of the child's voice as it develops through the grades, ear training, rapid sight singing and artistic rendition of glees and choruses.

History of Music and Harmony 51, 52, and 53. Three majors. Fall, winter, and spring quarters. Summer quarter 51. The evolution of music from the earliest times to 1600. European schools of music. American music and American composers. Scales, intervals and easy part writing. More difficult part writing. All inversion of triads and seventh chords and modulation. More difficult modulations, suspensions, organ-point, melody writing and harmonizing and musical analysis.

Music Teaching 51, 52, and 53. (Required of those in Music Supervisor's Course). Major. Teaching music in the training school under the supervision of the head of the department.

SCIENCE

The department of science is organized to include all the courses in nature study, biology, geography, geology, physics, and chemistry. As referred to in choosing the major or minor sequence of studies, it is divided into two divisions, i. e. the physical sciences and the biological sciences.

REQUIRED COURSES:

Physiology 11. Major. Fall quarter. A review of the organs of the body and their functions will be given so that a better understanding may be obtained of their health and proper care.

Nature Study 11. Major. Spring quarter. A study of plant and animal life in the field so that the student may learn to know his surroundings and enjoy the out-of-doors. Topics which are used in teaching the subject to classes of children are emphasized—the common birds, insects, flowers, seeds, trees, etc.

Botany 21. Major. Spring quarter. Three hours of recitation and four hours of laboratory work each week. General botany treating structure and use of parts of the plant and the processes going on, such as transpiration, photosynthesis and food storage. A study of bacteria, molds, smuts, and rusts will be included. For laboratory and field work, economic plants will be used as far as possible.

Zoology 31. Major. Winter quarter. Three hours of recitation and four hours of laboratory. General zoology, emphasizing insect life, but including a study of lower forms so as to give the idea of the evolution of life from the simple to the complex.

General Physics 31, 32, and 33. Three majors. General Chemistry may be substituted where desirable. Designed to give the student a working knowledge of everyday physics, and to inculcate habits of neatness, order, speed and accuracy. Laboratory work is required. Fee, 1.00 per quarter.

Physiography 21. Major. Fall quarter. Seven periods per week. The fundamental facts and principles of physical and mathematical geography with emphasis upon the great agencies modifying the earth's relief, observation of these agencies at work, the controlling features of climate, and the conditions governing the distribution of life.

Regional Geography 21 and 22. Two majors. Winter and spring quarters. Prerequisite, Physiography 21. A detailed study of North America to show the relation of the physical features and climate to the distribution of industries and life. A study of other continents, Europe in particular, with attention to some of the problems of economic and historical geography.

Review Geography 41. (Teacher's Course). Major. Optional. An attempt is made to give a broad view of geography and its place in the school curriculum. A study of the fundamental principles of mathematical and physical geography from the standpoint of the teacher, with a view to selecting the best material suited to the various grades. Field trips and emphasis upon home geography.

ELECTIVE COURSES:

Nature Study 41. Minor. Fall quarter. Field work to acquaint the student with the common birds, trees, flowers, and insects and their habitats. Methods of teaching nature study.

Nature Study 42. Major. Spring quarter. A continuation of the work of Nature Study 41, applied to the spring season.

Biology 51, 52, and 53. Three majors. A year of either botany or zoology may be elected and the class will be organized to suit the preparation and need of the students enrolling.

Biology Methods 51. Major. One or two students selected by the instructor may assist each quarter in the various classes in biology. This will give experience in laboratory and field work especially.

Botany 71. (General Botany). Major. Fall quarter. A course introducing plant structures and their uses, with the emphasis on morphology.

Botany 72. (Systematic Botany). Major. Winter quarter. A study of the most important families of the flowering plants with their characteristics. Specimens from this locality will be used so that the student may become familiar with the flora of eastern North Dakota.

Botany 73. (General Botany). Major. Spring quarter. Prerequisite, Botany 71. A continuation of the introductory course with the emphasis placed on plant physiology and ecology.

General Chemistry 31, 32, and 33. Three majors. May be substituted for General Physics when desirable. A desirable course for students of Home Economics and Agriculture.

Household Chemistry 51. Minor. Either term of the summer quarter. A study of preservatives, adulterants, substitutes. etc.

Inorganic Chemistry 51, 52, and 53. Three majors. Required for entrance to all advanced courses in chemistry.

Qualitative Analysis 71. Major. Fall quarter. Tests for metals.

Qualitative Analysis 72. Major. Winter quarter. Tests for acids, radicals, and analysis of unknowns.

Gravimetric Analysis 71. Minor. Spring quarter. Laboratory course.

Volumetric Analysis 71. Minor. Spring quarter. Laboratory course.

Advanced Analysis 81 and 82. Two minors. Fall and winter quarters. Analysis of ores, coal, water, and food.

General Science Methods 51. Major. Fall and summer quarters. Designed to be of especial value to teachers of General Science who wish to strengthen their work and get a better knowledge of the subject.

Laboratory Manipulation and Technique 51. Major. Winter quarter.

Science Methods 81. Major. Spring quarter. Required of those who elect their major sequence in science.

Major courses in: Mechanics 71, Magnetism and Electricity 72, and Heat and Light 73 will be offered if there is a sufficient demand.

Regional Geography 31. Major. A study of the life and products of the tropical regions as affected by climatic and physiographic conditions.

Field Geography 41, and 42. Two majors. Second term of the summer quarter. A field course including the Bad Lands of North Dakota, Yellowstone and Glacier National Parks and the territory enroute. Registration should be made before July 15.

Economic Geography 51. Major. Fall and summer quarters. The conservation of the natural resources of the United States.

Economic Geography 52. Major. Winter quarter. A study of the physiographic basis of commerce.

Economic Geography 53. Major. Spring quarter. A study of the economic conditions of Europe with emphasis upon their relation to the world war.

Geographical Influences in American History 71. Major. Winter quarter. A study of the growth, development, and events as influenced by geographic factors.

Advanced Physiography 71. Major. Fall quarter. Designed for teachers of physiography in high schools.

General Geology. Major. Spring quarter. Prerequisite, Advanced Physiography or physiography in the high school. A study of the geologic processes and the historical geology of our continent.

Geography Methods 81. Major. Winter quarter. Required of those whose major sequence is in geography and open to those having had two or more majors in geography.

NOTE: In general, the courses 51, 52, and 53 will be offered during 1921-22, and the courses designated by 71, 72, 73, and 81 will be offered during 1922-23.

TRAINING DEPARTMENT

REQUIRED:

Observation 41. Major. Principles and methods of teaching with the observation of illustrative lessons followed by discussion. It is desirable that this course precede practice teaching in the Training School.

Teaching 51. Major or minor. Teaching under supervision in any of the grades from kindergarten through junior high school.

Teaching 52. Major or minor. A continuation of Teaching 51.

There is an insistent demand in this state for teachers especially trained to do work in particular departments of the elementary school. Teachers are confronted with problems peculiar to certain ages and hence need special preparation to meet these problems successfully. Having this in view the following courses have been arranged to give students consistent training along definite lines of preparation in the elementary school. Students pursuing any of these lines of work will be expected to elect the courses listed below in addition to the regular required work in the Junior College.

SPECIAL KINDERGARTEN

The purpose of this course is to give a thorough and correct knowledge of kindergarten principles and their application in kindergarten and primary grades. Candidates should have considerable musical ability and a sympathetic interest in young children.

Kindergarten Theory 41. Major. Fall quarter. Minor. Summer quarter. The characteristics of the child from four to seven years of age. The importance of these characteristics in the kindergarten program. Special emphasis upon the plays and games of this period.

Kindergarten Theory 42. Major. Winter quarter. Nature study, language work, and music in the kindergarten. Program making. Froebel's "Mother Play."

Elementary Construction Work 41. Major. Spring quarter. Minor. Summer quarter. Educative play material for young children. This includes Froebel's gifts, the Montessori apparatus, and practical work with clay, the sand table, paper, textiles, raffia, and miscellaneous materials.

Kindergarten Theory 51. Major. Winter quarter. Prerequisite, Kindergarten Theory 41. Froebelian principles and their present modification. Kindergarten history, bibliography, and equipment.

Primary Methods 41.

Playground Methods 41 or Art Methods 53.

Nature Study 42.

Teaching 51 and 53 in Kindergarten.

Teaching 52 in First Grade.

SPECIAL PRIMARY COURSE

This course is arranged for those students who expect to teach in the first, second or third grade.

Primary Methods 41. Major. Fall quarter. Minor. Summer quarter. Methods in reading and language; special features, story telling, dramatization, picture study, and language games.

Primary Methods 42. Major. Winter quarter. Minor. Summer quarter. Methods in numbers and history.

Elementary Construction 41

Kindergarten Theory 41

North Dakota History 41

Public Speaking 41

Nature Study 42

Supervisor's Methods 41 or Playground Methods 41

Teaching 51 and 53 in Primary Grades

Teaching 52 in Kindergarten

SPECIAL INTERMEDIATE GRADE COURSE

This course is arranged for students expecting to teach in grades four, five, and six.

Six of the optional subjects including Singing Methods 41 and Art Construction 41.

Playground Methods 41

Psychology of the Common Branches 51

Educational Measurements 51

Nature Study 42

Teaching 51, 52, and 53 in Intermediate Grades

SPECIAL JUNIOR HIGH SCHOOL COURSE

This course is arranged for students expecting to teach in grades seven, eight and nine.

Six of the optional subjects including Singing Methods 41 and Art Construction 41.

Playground Methods 41

General Science Methods 51

Laboratory Manipulation and Technique 51

Psychology of the Common Branches 51

Supervisor's Methods 41 or Art Construction 52

Teaching 51, 52, and 53 in Junior High School.

ENROLLMENT**1920-1921****NORMAL DEPARTMENT**

Aas, Agnes, Valley City	Andreasen, Myrtle, Valley City
*Abrahamsen, Mildred C., Kathryn	Andrews, Orma A., Fairmount
Aggola, Anna E., Kensal	Archer, Ellen S., Grafton
Ahlers, Rachel; Ada, Minn.	Archer, Mary F., Grafton
*Aitken, Dorothy, Fairdale	Arntz, Lucy M., Burnstad
*Aitken, Florence R., Fairdale	Arntz, Mary M., Burnstad
Aker, Josephine L., Lake Park, Minn.	Asgrimson, Ruby, Milton
Akin, Gladys M., Pingree	*Austad, Maude, Juanita
*Albrecht, Agnes A., Anamoose	*Baardson, Annie O., Fingal
Allen, Bessie, LaMoure	*Baardson, Melanie C., Fingal
*Allen, Elizabeth W., Valley City	Baillie, Elsie M., Harvey
Ambuehl, Carrie M., Wimble- don	Baillie, Lucile M., Harvey
Ambuehl, Verna E., Wimble- don	Baker, M. Olive, Greeley, Col.
*Amoth, George, Wales	*Bale, Gertrude A., Lisbon
Anderson, Alida E., Page	*Ball, Gladys L., Longmont, Col.
Anderson, Avis J., Jamestown	*Banning, Elsie N., Valley City
Anderson, Charles R., Valley City	Banning, M. Ethelyn, Valley City
Anderson, Edna C., Fingal	Bantel, Helen M., Lucca
*Anderson, Ella, Valley City	*Barnes, Ruth H., Colfax
Anderson, Esther D., Manfred	Barr, Eva M., Devils Lake
*Anderson, Evelyn E., Edmore	*Barr, Hazel E., Rugby
Anderson, Hilda A., Gwinner	Barr, Lydia B., Valley City
Anderson, Irene G., Stark- weather	Bassen, Hannah W., Marion
Anderson, Louise, Mountain	Baumez, Henrietta, Valley City
Anderson, Matilda G., Man- fred	*Bayard, Bernice, Pekin
*Anderson, Maylo R., Kindred	*Beach, Bina E., Courtenay
Anderson, Mildred M., Litch- ville	Beck, Mrs. Grace, Valley City
Anderson, Minnie C., Wimble- don	Beiseker, Ferne K., Harvey
Anderson, Myrtle, Regan	Bekkerus, Signa A., Hurds- field
Anderson, Sara, Mountain	Bell, Henry G., Oberon
Anderson, Sylvia B., Sharon	**Bellquist, Ora G., Cathay
	*Bennett, Malvina, Edmunds
	Bennetto, Miriam F., Good- rich

*Enrolled also in Music Department.

**Enrolled also in Extension Department.

- Benson, Alma I., Sheyenne
 Benson, Gertie M., Bordulac
 **Benson, Mrs. Winifred, Valley City
 Benzinger, Della M., Parkers Prairie, Minn.
 Penzinger, Stella N., Valley City
 Berg, Alice C., Montpelier
 Berg, Anna M., Doyon
 Bergan, Helen G., Hastings
 *Bergan, Verna, Valley City
 Berge, Blanche C., Ypsilanti
 *Bignall, Pearl F., Sanborn
 Bjornson, Selma A., Valley City
 *Blais, Olivette L., Bathgate
 *Blasky, Evelyn J., Fordville
 Bloomhall, Phyllis D., Minneapolis, Minn.
 *Blowers, Beatrice D., South Haven, Minn.
 Boe, Alpha M., Arnegard
 *Bohlig, Louise C., Cleveland
 Boileau, Florence I., Vashti
 *Boutch, Rose A., Jamestown
 *Bovaird, Vera V., Blanchard
 *Boyd, Alice I., Pingree
 Boyd, Ella May, Valley City
 Boyle, Gladys I., Stirum
 **Bratcher, Mrs. Martha E., Mott
 *Brennan, Martha K., Pembina
 Bromberg, Annabel J., Menahga, Minn.
 *Brosvik, Lila E., Glenwood, Minn.
 * & **Brumfield, Louise G., Gwinner
 Bubnitz, H. Wilbur, Valley City
 Burgess, Edith M., Ada, Minn.
 Burgum, Lillian M., Arthur
 Burns, Kathryn A., Cavalier
 *Butts, Doris E., Oberon
 Caley, Evelyn M., Valley City
 Callahan, Verna M., Royalton, Minn.
 Campbell, Mary A., Voss
 Carlson, Harriette, Sheyenne
 *Carrick, Ella L., New Salem
 Castle, Letha L., Brampton
 Chaffee, Homer T., Valley City
 Chase, Geraldine E., Valley City
 Chingren, Lawrence W., Hazen
 Christensen, Burnettie M., Jamestown
 Christensen, Mildred, Jamestown
 Christiansen, Agnes W., Crary
 Christianson, Vivian M., Granville
 Christopherson, Martha P., Fingal
 Clary, Ruth D., LaMoure
 Coates, Mabel C., Luverne
 Commow, Jennie M., St. John
 Commow, Juliet A., St. John
 Compton, Emeline M., Oberon
 Conitz, Edith S., Valley City
 Conlon, Mary J., Eckelson
 * & **Connolly, B. Genevieve, Hensler
 Cook, Mabel, Tenney, Minn.
 Coop, Myrtle M., Valley City
 Cooper, Alta, Woodworth
 Cotton, Hazel C., Wilton
 *Covell, Florence L., Granville
 **Cowell, Mrs. Louise M., Valley City
 Cowell, Vera I., Valley City
 *Coyle, Marion K., Valley City
 Craft, Margaret J., Spiritwood
 Cranz, Ruth B., Chicago, Ill.
 *Cruff, Dorothy M., Lucca
 *Cruff, Evelyn V., Lucca
 *Cruttenden, Lila R., Inkster
 Dahl, Agnette, Crary
 Dahl, Anna K., Wyndmere
 Dahl, David, Valley City

- Dahl Elmer, Valley City
 Dailey, Mamie E., Warwick
 Dalton, Harriet E., Buchanan
 Dalton, Margaret R., Valley City
 *Damman, Alice M., Stephen, Minn.
 *Dammann, Minnie S., Stephen, Minn.
 *Daniel, Pearl L., Sykeston
 Daniels, Mrs. Harriet E., Valley City
 Daniels, Marie, Lisbon
 *Darkenwald, Evelyn E., Wimbledon
 Darkenwald, Iona E., Wimbledon
 Darkenwald, Louise A., Wimbledon
 Davidson, Clarence A., Valley City
 Davidson, Esther P., Valley City
 Davidson, Florence I., Valley City
 Davidson, Victor G., Valley City
 Davidson, Walter A., Valley City
 Davis, Edna L., Valley City
 *Davis, Mrs. Grace, Sawyer, Wis.
 *Davis, Lawrence, Sawyer, Wis.
 *Davis, Leta L., Valley City
 *DeKrey, Hattie, Pettibone
 Denning, Margaret B., Cogswell
 Denning, Mildred M., Cogswell
 Dickinson, Bertha, Devils Lake
 Diehl, Clara V., Hillsboro
 Dillenbeck, Helen, McDonough, N. Y.
 Doeling, Minnie L., Sheldon
 *& **Doepke, Ella Marie, Washburn
 Donlon, Agnes V., Morton
 **Donovan, Mrs. Frances K., Bowbells
 *Dostert, Margaret C., Laramore
 Downs, Mary L., Luverne
 Duncan, Dorothy E., Minnewaukan
 Dunham, Marion E., Litchville
 Dunlop, Ida M., Inkster
 Dunn, Gertrude A., Center
 *Dunn, Lucy M., Nekoma
 Dunn, Margaret E., Center
 Dush, Willa M., West Salem, Illinois
 *Dvorak, Emma A., Center
 *Dworshak, Eleanor M., Sheldon
 *Dybwad, Palma H., McHenry
 *Dyrdahl, Signe, Valley City
 Earley, Eleanor M., Valley City
 Earley, Mrs. May M., Valley City
 Eckel, Myrtle S., Valley City
 Edwards, Anna L., Casselton
 Egenes, Evelyn R., Mooreton
 Eggee, Cora, Valley City
 Eggen, Edna M., Rogers
 *Eggers, Clara M., Page
 Eggert, Herman A., Valley City
 Eikenberry, Franklin J., Cedar Rapids, Ia.
 Elder, Lillian J., Sanborn
 Elmer, Anna C., Hebron
 *Elster, Henry P., Enderlin
 *Engen, Ada O., Aneta
 **English, Gertrude E., Niagara
 Ensrud, Lillian M., Pekin
 Engstrom, Esther K., Wilton
 Farley, Sybil V., Jamestown
 Farrell, Bertha M., Eagle River, Wis.
 * & **Faulkner, Georgia D., Pingree

- Featherstone, Mrs. Minnie B.,
 Valley City
 Ferguson, Susie E., Valley City
 Fieldstad, Rose C., Lisbon
 *Fink, Beulah M., Carthage,
 S. Dak.
 Finley, Kathryn M., Pillsbury
 Finley, Robert L., Pillsbury
 Fischer, Clara M., Fosston,
 Minn.
 Fischer, Matilda E., Makoti
 Fitzgerald, Marie L., Rock
 Elm, Wis.
 *Flamang, Amy A., Solon
 Springs, Wis.
 Fletcher, Alta M., Hankinson
 Ford, Lillian A., Valley City
 Forsberg, Dora, Kensal
 Foss, Britha, Underwood,
 Minn.
 Foss, Sydney A., Frazee, Minn.
 Fredrickson, Mrs. Ina M. J.,
 Valley City
 Fritch, Susan E., Marion
 *Frogen, Laura R., Finley
 Fuller, Alice E., Hope
 Fussy, Clara H., Royalton,
 Minn.
 Gad, Anglo, Valley City
 Gaeckle, Bertha J., Kulm
 Gardiner, Jean, Brocket
 Garness, Amanda, Powers Lake
 Garrett, Ada V., Valley City
 *Garrity, Josephine M., Col-
 gate
 Gasselle, Lloyd, Hebron
 Gassman, Edward T., Valley
 City
 Gassman, Joseph P., Valley
 City
 * & **Gates, Dorothy W., Ber-
 lin
 Gebbie, Velma E., Golden Val-
 ley
 Gelder, Grace A., Bathgate
 Gerntholz, Louise J., Sanborn
 Geske, Mollie C., Enderlin
 Gibbs, Julia W., Minneapolis,
 Minn.
 Giffen, Jessie V., Bantry
 Gilbertson, Martha B., Pickert
 Givens, G. Rosella, Valley City
 *Goldie, Meta R., New Salem
 Gordon, Elizabeth A., Eckel-
 son
 *Grahn, Erna H., Wimbledon
 *Granger, Florence E., Val-
 ley City
 Granger, Irwin, Valley City
 Gray, Alice M., Valley City
 †Gray, Clara M., Sanborn
 *Gray, Ida C., Sanborn
 Greb, Mrs. Clara M., Valley
 City
 Green, Violet M., Mott
 **Greenen, Anna E., Valley
 City
 Griffith, Lura R., Carrington
 Grimsrud, Agnes M., Milnor
 Grossarth, Mrs. Lila J., St.
 John
 Gruba, Elizabeth M., Hank-
 inson
 *Gunderson, Annie L., Gary,
 Minn.
 Gunderson, Martha, Nevis,
 Minn.
 Gunderson, Martin P., Valley
 City
 Haadem, Odena, Tappen
 Haaland, E. Clarence, Hanna-
 ford
 Haarsager, Ethel J., Litchville
 Hackett, Hester C., Garrison
 Hagen, Esther M., Hendrum,
 Minn.
 *Hagen, Lillian C., Fargo
 Hagen, Nora C., Hillsboro
 Hagen, Olga M., Hendrum,
 Minn.
 Hagerott, Helen A., Yucca

†Enrolled also in Training School.

- *Haggard, Eunice E., Valley City
 *Haggard, Mayme M., Valley City
 Hales, Amy A., Havre, Mont.
 Hall, Edythe, Jamestown
 Hallberg, Edna, Carrington
 *Halverson, Alvena, Valley City
 Halverson, Ruby, Traynor, Sask., Canada
 Halvorson, Mabel K., Finley
 *Hamel, Josie, Carrington
 Hanchett, Mrs. Belinda A., Valley City
 **Hand, Grace M., Valley City
 *Hansel, Olive E., New England
 *Hanson, Alice E., Turtle Lake
 *Hanson, Emma B., Turtle Lake
 Hanson, Lila M., LaMoure
 Hanson, May E., Turtle Lake
 Hanson, Minnie E., Maddock
 *Hanson, O. Clarice, Sanborn
 Hardy, Margaret R., Golden Valley
 Harrington, Edythe L., Moorhead, Minn.
 Hart, Emma M., Hettinger
 * & **Hartnett, Katherine, Braddock
 **Hartnett, Margaret, Braddock
 *Harty, Bonnie K., Arena
 Haugan, Julia, Mohall
 *Haugan, Louise, Mohall
 **Haugan, Mellie, Mohall
 Hegge, Eleanor, DeSart
 Helgerud, Myrtle C., Harvey
 Hellander, M. Jane, Fargo
 Henderson, Frances L., Halstad, Minn.
 Henderson, Maybelle L., Valley City
 Hendricks, Geneva H., Rugby
 Hendrickson, Eddie S., Nome
 Hendrickson, Nora R., Glenfield
 Hendrikson, Esther E., Hannaford
 Herk, Annie, Fingal
 Hertsgaard, Clara T., Kindred
 Hertz, Amelia C., Goodrich
 Heskett, Fila, Stanton
 Heston, Lorene F., Wilton
 Hetland, Eleanor D., Haley
 *Heyerdahl, Signe, Roseau, Minn.
 Hill, Edythe G., Hesper
 *Hillerson, Clarence W., Luv-erne
 Hokanson, Gladys C., Valley City
 *Hoke, Estelle M., Valley City
 Holter, Martin L., Valley City
 Holter, Teddy K., Valley City
 * & **Honl, Marie A., Lidgerwood
 Hood, Ella Mae, Tower City
 *Hoornaert, Edna M. Fessen-
den
 *Hornbacher, Rose L., Denhoff
 Hougen, Russell, Valley City
 House, Mrs. Helen D., Dodge
 *Hove, Ida, Powers Lake
 Hronesh, Bessie C., Rock Lake
 Huber, Florene E., Plaza
 *Huber, Marion, Valley City
 **Hudson, Helen M., Hamil-
ton
 Huffman, Alberta D., Oberon
 Huffman, Mrs. Blanche, Oberon
 Huffman, Juanita B., Oberon
 Hugelen, Ruth J., Napoleon
 Hulsebus, Florence E., Heaton
 Hulterstrum, Hattie E., Mil-
nor
 *Hunt, Elma G., Antler
 Hunter, Evelyn A., Jamestown
 Hurlbut, Frances A., Stephen, Minn.
 Hurlbut, Ruth A., Fergus Falls, Minn.
 *Hussey, Florence, Jamestown
 Hutchinson, Lauretta M., Glenfield

Huyck, Gladys M., Esmond

Iverson, Alice G., Halstad,
Minn.

Jacobson, Ida, Fingal

*Jacobson, Ida J., Jamestown

Jacobson, Magaret F., Stirum

*Jacobson, Osvald, Valley City

Janes, Mildred M., Windsor

Janke, Harry H., Underwood

*Jobe, Inez K., Park River

Johanson, Ruth, Fosston,
Minn.

*&**Johnson, Anna G., Upham

Johnson, Anna T., Nome

Johnson, Ednah, Cooperstown

Johnson, Ethel E., Nashua,
Mont.

Johnson, Eura J., Bismarck

*Johnson, Laura H., Upham

Johnson, Lillian V., Hurds-
field

Johnson, Lois B., Blackwater

Johnson, Margaret S., Pem-
bina

Johnson, Pearl C., Manfred

*Johnston, Elda S., Crystal

Johnston, Ralph W., Valley
City

**Jones, Edna G., Grafton

Jones, Hannah, St. Paul,
Minn.

Jongeward, Jeanette C., Mar-
ion

Jordan, Johanna A., McIntire,
Iowa

Juzeler, Nellie, Golden Valley

Kadlec, Emma O., Pisek

*Kalow, Frieda L., Faribault,
Minn.

*Kampen, H. Winifred, Sut-
ton

*Kapusinski, Frances K.,
Petrel

Keene, Bessie B., Marion

**Keene, Jessie M., Marion

Keller, Lillian R., Buchanan

Keller, Lydia A., Mercer

*Kellum, Aletha M., Esmond

*Kelly, Eva, Ironton, Minn.

Kennedy, Florence I., Frazee,
Minn.

Kenyon, Marguerite J., Fort
Ransom

Keyes, Marjorie, Aneta

*Kiblinger, Milly B., Oberon

*Kieffer, Helen L., Dale

**Kiehn, Clara T., South Ha-
ven, Minn.

Kittel, Paula M., Casselton

Kjelland, Annie S., Valley
City

*Kjelland, Esther C., Valley
City

Kjelland, Thomas, Valley City

Kjose, Stella E., Wales

Klundt, Sophia, Alfred

*Knox, Ethel M. Monango

Knutson, Mabel, Nome

Koch, Clara A., Luverne

Koch, Dora E., Luverne

Koch, Helen M., Luverne

Koeneke, Alfred C., Lisbon

Kohler, Ercel, Heaton

Kohoutek, Eleanor E., Lid-
gerwood

Koontz, Merwyn F., Valley
City

**Kramer, Minnie C., Amidon

Kretchmer, Rose C., Valley
City

*Kringle, Joyce M., Fosston,
Minn.

Krogh, Ralph E., Valley City

Krogness, Margaret C., Wynd-
mere

Krueger, Lillian M., Goodrich

*Krueger, Mada F., Wheat-
land

LaBud, Genevieve U., Fried

Lacock, Alma A., Hurdsfield

Lange, Ann, Kulm

*Langemo, Marie, Fingal

Langer, Mary R., Casselton

Langseth, Lorna M., Hillsboro

Larsen, Bella L., Hoople

*Larsen, John O., Valley City

- Larsen, Laura V., Hoople
 Larsen, Mabel, Dazey
 Larson, Anna B., Lynd, Minn.
 Larson, Anna V., Oakes
 Larson, Jennie B., Oakes
 Larson, Marjorie G., Edgeley
 *Larson, Roy R. D., Valley City
 *Larson, Theodore A., Kulm
 **Latimer, Luella C., Velva
 Laugen, Valborg A., Nome
 *Laughlin, Jeanette A., Carrington
 Lauritson, Esther M., Valley City
 Lavery, Erwin W., Valley City
 Lavery, Minnie E., Valley City
 *&**Liebbrand, Ruth V., Lisbon
 *Leonard, Clara E., Cogswell
 Lewis, Bernice V., Pingree
 Lien, Ella O., Fairmount
 Likness, Clara H., Valley City
 Linder, Marye C., Valley City
 Link, Nora M., Brinsmade
 **Linstad, Maren, Sims
 Linzbach, Bertha L., Lisbon
 Logue, Claude L., Stanley
 Lohn, Ruth, Fosston
 *Long, Myrtle M., Glasston
 *&**Loucks, Kathleen E., Froid, Mont.
 *&**Loucks, Laura M., Froid, Mont.
 Lowe, Stella F., Nome
 Luckman, Mahala H., Herman, Minn.
 Luckman, Ruth V., Herman, Minn.
 Lund, Zelma H., Hammond, Wis.
 Lundberg, Eva H., Carrington
 *Lundin, Enola M., Sentinel Butte
 Lundquist, Florence M., New Rockford
 Luther, Freada, Alice
 McCabe, M. Patricia, Larimore
 McCann, Laura M., Sanger
 *McClaffin, Blanch M., Valley City
 McConnell, Helen R., Sheldon
 McCray, Muriel E., Carrington
 *McCullough, Florence, Hope
 McDonald, Frances T., Edmunds
 McGinnity, Mabel A., Thief River Falls, Minn.
 McKay, Katherine A., Hope
 McKay, Vyolette L., Marion
 McKibbin, Sadie E., Flaxton
 McLean, Hazel L., Hope
 McMillan, George B., Wimbledon
 McTavish, Willena A., White Earth
 McVay, Marian E., Devils Lake
 **Maddocks, Helena J., Fort Ransom
 Mahlum, Dena C., Hastings
 *Maier, Charles W., Valley City
 Maier, Ethel E., Graceville, Minn.
 Maier, Marie M., Valley City
 Maier, Mary K., Graceville, Minn.
 *Maise, Belle S., Crystal
 *Maise, Ida M., Crystal
 *Malakowski, Esther M., Lockhart, Minn.
 Malm, Alpha E., Lake Park, Minn.
 Malm, Esther F., Lake Park, Minn.
 *Maloney, Celestia I., Webster
 Malvik, Bernard, Aitkin, Minn.
 Maresch, Andy E., Valley City
 Maresch, James C., Valley City
 Marihart, Augusta, Jamestown
 Maroney, A. Irene, Lakota
 Marschke, Adele A., Enderlin
 Marschke, Eda M., Enderlin
 **Marsh, Jennie E., Tower City

- Martin, Anita N., Goodrich
 Martinson, Mrs. Christine,
 Minot
 *Mason, Mary E., Corry, Pa.
 Matthews, Ruth G., Steele
 Mattheie, Beth M., Inkster
 Mauk, Edna M., Moffit
 *Maynard, Ruth M., Shell
 Lake, Sask.. Canada
 Meade, Clara A., Medina
 Meade, Loretta V., Medina
 Meagher, Catharine, Mohall
 Melby, June A., Manfred
 Meldahl, Eliza A., Valley City
 Meldahl, Ruth E., Valley City
 Mell, Alma B., Ypsilanti
 *Mell, Gudrun A., Ypsilanti
 Mell, Neville T., Ypsilanti
 Menne, Cecilia H., Devils
 Lake
 Mertz, Emma A., Goodrich
 Meunier, A. Grace, Rolla
 Meyer, J. B., Valley City
 Milbery, Alura, Royalton,
 Minn.
 Miller, Wilbur W., Webster
 *Mjolsness, Jetta, Sheyenne
 Moffitt, Arthur, Valley City
 Moffitt, Frank M., Valley City
 Moffitt, Helen, Valley City
 Moffitt, Marion, Valley City
 Moffitt, Robert C., Valley City
 Mohn, Elma O., Ypsilanti
 Molander, Annsue, Harvey
 **Monson, Anna J., Valley
 City
 Montgomery, Webb, Oriska
 *Moore, Florence M., Lisbon
 Moore, Katherine M., Buffalo
 Morley, Mabel D., Goodrich
 Moser, Alice, Goodrich
 Moser, Rosie B., Goodrich
 Mouw, Ardis J., Montpelier
 **Movius, Margaret O., Lid-
 gerwood
 *Muir, Vera I., Inkster
 Murdoch, Eldred D., Wimbled-
 on
 Murdoch, Gertrude M., Valley
 City
 Murphy, George E., Wabek
 Murphy, Mae A., Sanborn
 *Myers, Octa C., Valley City
 Nankivell, Mrs. Emma Z., Bor-
 dulac
 Nankivell, James E., Bordulac
 Nansen, Lettie E., Erskine,
 Minn.
 Neibauer, Loretta M., Crary
 Nelson, Adelia, Valley City
 Nelson, Alvin Valley City
 Nelson, Amy A., Wilton
 Nelson, Anna A., Milnor
 Nelson, Marie E., Fairmount
 Nelson, Naomi, Canton, S. Dak
 Nelson, Oneita M., Driscoll
 Nelson, Ruth C., Wilton
 Nelson, Ruth L., Sheyenne
 Nelson, Selma A., Valley City
 Nessel, Solvei C., Maddock
 Newans, Nellie A., Drayton
 Newbury, Mrs. Edna P., Crys-
 tal Springs
 Nichols, Faith, Heaton
 Nickel, Minnie A., Wahpeton
 Nielson, Amy L., Valley City
 *Nikolaus, Ella M., Martin
 Nikolaus, Emma, Martin
 Nikolaus, William, Martin
 *&Niles, Jessie E., Friend-
 ship, Wis.
 Nippolt, Irene G., Wishek
 Njust, Lily S., Cooperstown
 Noess, Anna M., Ellendale
 Noltimier, Charles, Valley
 City
 *Nolting, Bertha D., Rolla
 *Nolting, Lottie H., Rolla
 *Noren, Ivor S., Kulm
 *Noren, Ruth A., Kulm
 Norgard, Melvin, Cooperstown
 Norris, Mabel J., Plaza
 Norum, Hilda M., Vining,
 Minn.
 *Noxon, Jessie I., Luverne
 *Nunn, Fred A., New Rock-
 ford

- Nutt, Blanche L., Wimbeldon
 Nyquist, Hattie M., Wimbeldon
 Oberdoerster, Lydia, Hankinson
 *Oberg, Grace, Valley City
 *O'Brien, Grayce K., Devils Lake
 O'Connor, Alice L., New Rockford
 *Oertli, Alba E., Embden
 Oertli, Carla F., Embden
 O'Hara, Theresa M., Carrington
 O'Harrow, L. Marian, Valley City
 O'Loughlin, Marjorie H., Valley City
 Olsby, Harold O., Valley City
 Olsen, Emma M., Marion
 Olson, Alice, Milbank, S. Dak.
 Olson, Belle, Courtenay
 Olson, Frances V., Valley City
 Olson, Harriet G., Halstad, Minn.
 Olson, Isabel F., Fosston, Minn.
 Olson, Jeanette M., Turtle Lake
 *Olson, Josephine R., Spearville, Kans.
 Olson, Kealla L., Driscoll
 *Olson, Leona E., Esmond
 *Olson, Martha E., Union
 *Olson, Pearl O., Medina
 Olstad, Lillian, Fingal
 Olstad, Martha, Valley City
 O'Neil, Leone M., Forman
 O'Neil, Myllie A., Forman
 OShanyk, Mary E., Wilton
 *Otte, Florence M., New Salem
 *Ouren, Emma, Valley City
 *Ouren, Mabel, Valley City
 Owen, Edythe B., Fessenden
 Owens, Mrs. Grace C., Valley City
 Packard, Alice L., Carrington
 Padoen, Anvilda M., McClusky
 Patterson, Berniece M., Wahpeton
 Paulson, Betsey J., Silva
 *Paulson, Emily V., Pembina
 *Paulson, Josephine M., Galesburg
 Paulson, Mildred, Valley City
 *Pedersen, Ella E., Hope
 *Pedersen, Johanne L., Kensal
 *Pederson, Esther L., Valley City
 Pederson, Helena, Dazey
 Peitz, Edna L., Hankinson
 Peitz, Marion A., Hankinson
 Pepper, Mary R., Hope
 *Perkins, Lois G., Valley City
 **Perry, Dorothy B., Nome
 Personius, H. Myron, Valley City
 Peschel, Mary, Wahpeton
 Peterson, Bessie L., Streeter
 *Peterson, E. Josephine, Driscoll
 Peterson, Edith V., Audubon, Minn.
 Peterson, Edna J., Marion
 Peterson, Jennie, Marion
 Pewe, Leona D., McHenry
 *Pfeifle, Gideon W., Streeter
 Phalen, May L., Grafton
 Pithey, Linna V., Tenney, Minn.
 Plant, Alice E., Walhalla
 Ployhar, Mrs. Edith M., Valley City
 Ployhar, Percy P., Valley City
 *Porter, Fannie, Eldridge
 Potter, Agnes, Sanborn
 Power, Joseph J., Oberon
 Powrie, Cecile M., Wahpeton
 Prentice, Henrietta, Dover
 **Putnam, Lula M., Jud
 *Ralston, Edith L., Crystal
 Randolph, Lucy C., Alexander
 Ranstedt, Ellen J., Hoffman, Minn.
 Reardon, Helen I., Beardsley, Minn.

- Reardon, Leah E., Medina
 **Reetz, Harry P., Hebron
 Register, Lavina L., Bismarck
 Reiswig, Amy V., Tolstoy, S. Dak.
 Reuter, Lillian C., Alexander
 Reyecraft, Mary T., Waseca, Minn.
 Rice, Helen M., Hannah
 Rieck, Gladys M., Tower City
 Riedman, Rosie S., Valley City
 Riley, Charlotte A., Harvey
 *Robinson, Hazel J., Brainerd, Minn.
 Rockstad, Agnes H., Hendrum, Minn.
 Rognaldson, Alice M., Enderlin
 Rood, Neva I., Ruso
 Rue, Helen L., Baldwin
 Ruemler, Esther W., Buchanan
 Rusch, Olga M., Rosebud
 Rust, Alvina C., Taylor
 *Rust, Irma G., Marion
 Saboe, Gladys M., Belgrade, Minn.
 Saboe, Henrietta, Belgrade, Minn.
 Sad, Anna E., Valley City
 Sad, Johanna B., Valley City
 Salverson, Elidia A., Ortonville, Minn.
 *Sanborn, Bernice A., Lawton
 Sandberg, Anna S., Omaha, Neb.
 Sanford, Kate E., Jamestown
 Sarsten, Herbert J., Litchville
 Satterlee, Helen A., Humbolt, Kans.
 *Saugstad, Signe T., Fingal
 *Saunders, Grace E., Valley City
 Schempp, Clara E., Garrison
 Schiller, Margaret G., Great Bend
 Schimming, Emma E., Wheatland
 ***Schimming, Hattie N. Wheatland
 Schmidt, Charlotte E., Lidgerwood
 **Schoeneman, Cora E., Lansford
 Schuette, Luella, Valley City
 Schuette, Sylvester, Valley City
 *Schultz, Anna M., Barron, Wis.
 Schutt, Elsie E., Fairmount
 Schwalbe, Helen C., Yucca
 Schwartz, Sena, Luverne
 Schweitzer, Clara M., Linton
 Schwelling, Theresa, Sidney, Mont.
 **Scott, Christina R., Pettibone
 *Seagren, Iva V., Sheyenne
 *Sebby, Clara J., Fingal
 Selvig, Effie A., Barron, Wis.
 *Settevig, Samuel, Kloten
 *Severson, Amy R., Valley City
 Seymour, James H., Valley City
 Seymour, Mary E., Inkster
 Shaw, H. Alletta, Madison, S. Dak.
 Shay, Lucille M., Fingal
 *Shearer, Bernice I., Dazey
 Sheehan, Louise C., Buffalo
 Shelper, Alma T., Sheldon
 Shelper, Hilda A., Sheldon
 Sheridan, A. Cleophus, Forest River
 Shrum, Leone, Valley City
 Shunk, Ella H., Anselm
 Simmons, Susie G., Kindred
 *Simon, Alma B., Tioga
 Sinner, Mayme J., Fargo
 Siple, E. Grace, Bisbee
 Sister Anthony (Zelia Morin), Lisbon
 Sister Cecilia (Alice Morin) Willow City
 Sister Leonard Joseph (Mar-

- guerite Urlaub) Valley City
 Sister M. Agnes (Frances C. Daly) Garrison
 Sister M. Cecilia (Mary B. Bauer) Garrison
 Sister M. Gertrude (Hannah Dinneen) Garrison
 Sister M. Josephine (Anna H. Bednarik) Garrison
 Sister Marie Claire (Lena Ruelle) Valley City
 Sister Mary Benedict (Louise Joubaud) Wild Rice
 *Sister Mary Cyrilla (Martha VonCzapiewski) Fried
 **Sister Mary Edward (Virginia Lafrenure) Valley City
 Sister Mary Ferdinand (Alice Duval) Valley City
 **Sister Mary St. John (Valentine Lackie) Valley City
 *&***Sister Mary Ursula (Cecelia Langowski) Fried
 Sister Michael (Ella D. Ruelle) Valley City
 Sister St. Luke (Aline Dejoue) Willow City
 *&***Sister St. Peter (Louise Morin) Olga
 Skaar, Alma J., Mt. Horeb, Wis.
 Skagen, Elvina R., Litchville
 Skurdall, Nettie A., Devils Lake
 *Slagg, Nettie B., Washburn
 Sleight, Anna L., Tappen
 Sleight, May H., Tappen
 Sletten, Belle P., Souris
 Smeby, Myrtle H., Esmond
 Smith, Savannah, Fessenden
 *Soderback, Edith A., Manfred
 Soderback, Esther, Manfred
 Sogaard, Alvina O., Marion
 Sonnek, Marguerite K., Cleveland
 Soper, Beatrice M., Loma
 Sorenson, Esther S., Ruso
 *Sortland, Anna M., Litchville
 Southam, Winifred R., Crary
 Sovde, Dorothy E., Fox, Alta., Canada
 *&***Spalding, Mrs. Emma L., Valley City
 Spohn, Amelia, Frazee, Minn.
 Stafsborg, Clara J., Jud
 Stafsborg, Edna J., Jud
 **Stark, Mary, Mandan
 Stave, Kathryn I., Cogswell
 **Steed, Mrs. Tilla N., Kulm
 *Steinke, Anna L., Penn
 *Stenshoel, Thora A., Valley City
 *Stenson, Sarah A., Gary, Minn.
 Stephan, Mabel, Sanborn
 *Stephenson, Adeline F., Turtle Lake
 Stephenson, Albert, Valley City
 Stevning, Emma G., Stephen, Minn.
 *Stewart, Belle C., Fairdale
 Stewart, Reynold, Valley City
 Stokes, Effie D., Hettinger
 Stone, Helen M., Golden Valley
 Story, W. Samuel, Valley City
 **Stowell, Edythe B., Valley City
 Strommen, Lulu M., Blanchardville, Wis.
 **Strouse, Bernita K., Brampton
 Stubbs, Mabel E., Kintyre
 *&***Sukumlyn, Anna I., Kief
 *Sukumlyn, Mary M., Kief
 Sunderland, Dorothy S., Milton
 Sunne, Hilda, Heaton
 Swanson, Anton, Valley City
 *Swanson, Eda W., Havana
 Swanson, Helen E., Washburn
 Swanson, Neal, Valley City
 *&***Swenson, Gladys O., Valley City
 Swett, Claude G., Tuttle

- Syvertson, Inga, Valley City
 *Taylor, Inez A., Valley City
 Tellman, Nettie B., New Salem
 *Thatcher, Eunice J., Enderlin
 Thies, Henrietta M., Verona
 *Thoe, Ella L., Fordville
 **Thomas, Letha R., Kief
 Thompson, Carrie, Valley City
 Thompson, Elizabeth, Kensal
 Thomsen, Amelia E., Ruso
 *Thon, Ada O., Devils Lake
 Thone, Violet M., Fingal
 Thoreson, Ed T., Valley City
 Thorson, Nettie M., Carson
 *Thorvig, Bessie M., Devils Lake
 Thurston, Vivian E., Heaton
 Tisdell, Mrs. Julia M., DeLamere
 Tolsby, Bertha L., Mayville
 Tonn, Henrietta, Arthur
 *Torfin, Mabel G., Sheldon
 Torgeson, Ethelyn A., Grand Forks
 Torguson, Geraldine E., Dazey
 *Treibl, Mabel M., Hawley, Minn.
 Trepp, Olive L., Wimbeldon
 *& **Turk, Stella M., Woodworth
 Tvedten, Agnes B., Fingal
 *Tweed, Bertha, Jessie
 Tyvoll, LeMoyné M., Morgan, Minn.
 Uebelmann, Mary C., Minot
 Undeberg, Ruda, Leeds
 Vagle, Ane, Gandalen, St. Jaeren, Norway
 *VanCamp, Florence E., Drayton
 VanDeventer, Hattie A., Perham, Minn.
 VanHorne, Pearl L., Parshall
 VanHouten, Mrs. Florence H., Valley City
 Vellenga, Winnie, Tappen
 **Vennes, Therese, Caledonia
 Vetter, Ina P., Bismarck
 *Vining, Florence M., McHenry
 *Walker, Genevieve, Carrington
 Wallace, Harvey F., Fallon, Mont.
 **Walls, Florence W., Velva
 *Walton, Merle V., Bantry
 Wang, Tillie M., Hankinson
 Wanner, Elizabeth G., Wimbeldon
 Warberg, Hilda S., Maddock
 Watson, Clarys M., Lisbon
 Watson, Melissa H., New Salem
 Wayne, Beulah A., Rolla
 Webb, Blanche E., Wyndmere
 *Weber, Angie E., Goodrich
 *Weber, Edna M., Goodrich
 Wenzlaff, Martha L., Emden
 *Werner, Margaret S., Hazen
 *Whalen, J. Margaret, Stephen, Minn.
 Wharton, Mrs. Frances B., Parshall
 White, G. Omega, Silva
 White, Margarette N., Mar-
 marth
 White, Richard S., Valley City
 *Wilds, Marie D., Valley City
 Wilke, Emma L., Edgeley
 Wilson, Ava F., Garrison
 Wiltse, Edna, Sheldon
 Wirtz, Clementeen M., Mandan
 *Wisness, Grace M., Maddock
 *Wolff, Hattie D., Center
 Wolff, Lois H., Valley City
 *Woll, Mary M., Barnes
 *Woodworth, Myrtle J., Redwater, Mont.
 Woolley, Eva M., Oberon
 Wooton, Marguerite I., Carrington
 Wouters, Wilhelmina C., Hawley, Minn.
 Wozney, Mary A., Courtenay
 *Wright, Ranald, Valley City

Yeager, Annabelle L., James-town	*Zetterberg, Jean M., Valley City
Zahl, Angeline V., Morris, Minn.	Zick, Freda C., Leonard
Zahradka, Erma L., Mahnomen, Minn.	*Zimmerman, Irene A., Fergus Falls, Minn.
Zalomsky, Katherine D., Dogden	**Zinn, Althea V., Roundup, Mont.
Zanzinger, Clara A., Wahpeton	**Zinn, Vera, Roundup, Mont.

MUSIC DEPARTMENT

Aasen, Grace, Valley City	Gauche, Marguerite, Oriska
Anderson, Celia, Valley City	Geselius, Bertha, Valley City
Anderson, Clifford, Valley City	Geselius, Evelyn, Valley City
Anderson, Inez, Valley City	Geselius, Hazel, Valley City
Anderson, Luella, Valley City	Gordon, Bessie, Valley City
Baarstad, Inga, Valley City	Gordon, Eleanor, Valley City
Baarstad, Ruby, Valley City	Hansen, Hattie, Valley City
Bailey, Aveline, Valley City	Hansen, Martha, Valley City
Bailey, Preston, Valley City	Hanson, Hermione, Valley City
Bairey, George	Hardwick, Harry, Valley City
Barry, Aimee, Frazee, Minn.	Helferty, Kenneth, Valley City
**Becker, Onis, Rogers	Hellner, Martha, Valley City
Bjerken, Muriel, Valley City	Herald, Florence, Valley City
Bowen, Margaret, Valley City	Heyerdahl, Myrtle, Valley City
Bowers, Mrs. G. E., Valley City	Hilborn, Ruth, Valley City
Brandvold, Irene, Valley City	Iverson, Sarah, Valley City
Brewer, Paul	Jasmer, Mrs. Paul, Valley City
Bushy, Gladys, Valley City	Johnson, Sara, Valley City
**Bye, Mable, Fergus Falls, Minn.	Knutson, Alma, Valley City
Caley, Marjorie, Valley City	Krug, Dorothy, Valley City
Chambard, Mrs. E. T., Valley City	Kruger, Mable, Valley City
Conlay, Margaret, Sanborn	Larson, Florence, Valley City
Dennison, W. C.,	Laughlin, Mrs. B. W., Valley City
Dethlefsen, Julia, Valley City	Lee, Hans, Valley City
Eberly, Geraldine, Valley City	**Likness, Clara, Valley City
Englert, Beatrice, Valley City	**McBride, Hazel, Bismarck
Fisher, Arlin, Valley City	McInnes, Evelyn
Fisher, Edith, Valley City	McLauchlin, Jean
Fisher, Mary, Valley City	McLauchlin, Jessie
Froysaa, Mrs. Jessie, Valley City	

- Moe, Gordon, Valley City
Malose, Lyle, Sanborn
Manderud, Lucile, Valley City
Manderud, Swanelle, Valley City
Marshall, Irma, Valley City
Metcalf, Lillian, Valley City
Meyer, Mrs. J. B., Valley City
Meyers, Margaret, Dazey
Mikkelson, Mathilda, Valley City
Noll, Inez, Marshfield, Wis.
Noltimier, Reva, Valley City
Nordgaard, Julia, Valley City
Nystul, Mrs. J. G., Lucca
Olson, Paul, Valley City
Olson, R. J., Sanborn
Olson, Mrs. R. J., Sanborn
Oppegaard, Geoline, Valley City
Oppegaard, Juliet, Valley City
Palmer, Eleanor, Valley City
Palmer, Jessie, Valley City
Papke, Harvey, Valley City
Paxman, Marion, Valley City
Paxman, Rex, Valley City
Paxman, Vear, Valley City
Pederson, Marion, Valley City
Peterson, Mrs. Elsie, Valley City
Peterson, Hilma, Valley City
Pfusch, Natalie, Valley City
Piller, Edith, Valley City
Pray, Arthur, Valley City
Reihner, Esther, Valley City
Ritchie, Mary Katherine, Valley City
Ritchie, Tom, Valley City
**Robarge, Edmere, Buffalo, Minn.
Ronzheimer, Florence, Valley City
Rude, Rolf, Valley City
Sampson, Mrs. John H., Valley City
Simonson, Clifford, Valley City
Simonson, Edwin, Valley City
Simonson, Ralph, Valley City
Simpson, Loretta, Valley City
Smith, Virginia, Valley City
Stern, Grace, Valley City
Stern, Lester, Valley City
Stull, Charlotte, Valley City
Sukumlyn, Sadie, Kief
Svenningsen, Rolf, Dazey
Taylor, Clair, Valley City
Taylor, Leeland, Valley City
Twistleton, Helen, Valley City
Twistleton, Julia, Valley City
VanHouten, Charlotte, Valley City
VanHouten, Delphine, Valley City
Waller, Dorothy, Corry Pa.
Westergaard, Janette, Valley City
Wheelock, Mary, Valley City
Whitcher, Doris, Valley City
Whitcher, Harriett, Valley City
Whitson, Mary, Valley City
Wilds, Carlton, Valley City
Witter, Alice, Valley City
Wright, Josephine, Valley City
Wright, Mary, Valley City
Young, Katherine, Valley City
Zetterberg, Harriet, Valley City

EXTENSION DEPARTMENT

- Anderson, J. S., Vanville
 Andrew, Sarah, Bismarck
 Bakken, Jennie, Fort Ransom
 Balsdon, Myrtle, Driscoll
 Bauer, Gertrude, Hankinson
 Benscoter, Mrs. Minnie, Ellendale
 Blanding, Eva M., Sawyer
 Bope, Neva, Mott
 Breslain, Mary, New England
 Brunelle, Bertha, Jamestown
 Campbell, Margaret, Ryder
 Chappell, Alpha, Casselton
 Charlsen, Edith, T e n n e y, Minn.
 Christianson, Olga,
 Cooper, Nellie, Valley City
 Conitz, Lorna, Hebron
 Costello, Vera, Kulm
 Cudhie, Emma, Scobey, Mont.
 Dahl, Lillian, Lignite
 Dallier, Blanche, Bismarck
 Dalrymple, Sarah,
 Eichorst, Amanda, Falkirk
 Elliott, Hattie, Hope
 Engsell, Amy S., Linton
 Everson, Mrs. Mary S., Hanska, Minn.
 Featherstone, Helen, Valley City
 Flynn, Letha, Valley City
 Gaardsmoe, Alice, Williston
 Gallagher, Theresa, Oakwood
 Goheen, Edna L., Sherwood
 Goolsbey, Verner, Geneseo
 Grover, Mrs. Margaret C., Tuttle
 Hadler, Theresa, Hope
 Haugen, Mabel,
 Hayden, Marvel, Graceville, Minn.
 Hosford, Carolyn, Crosby
 Hovery, Lila, Sawyer
 Johnson, Pearl E., Harvey
 Klovstad, Elsie, Hope
 Knecht, Edwina, Schafer
 Knudson, Gertrude, Sherwood
 Kretchman, Anna, Fullerton
 Krogh, Anka, Wildrose
 LaQua, Priscilla, Kensal
 Large, Dora M., Oriska
 Larsen, Anna, Marion
 Larson, Ella, Bismarck
 McCorkell, Agnes, Valley City
 McElwain, Orlean, Douglas
 Malicke, Frances, McHenry
 Mallory, Frances, Bismarck
 Maltby, Belva, Lisbon
 Mason, Jennie, Webster
 Maxwell, Esther, Bismarck
 Messer, Marion, Valley City
 Monnes, Erling, Powers Lake
 Murty, Matty, Waldorf, Minn.
 Nelson, Lena, Fort Ransom
 Nicholls, Alma, Ypsilanti
 Olson, Minnie, Willmar, Minn.
 Opdahl, Marie, Fairfield
 Parsons, Daisy B., Bismarck
 Polson, Mrs. Bertha, Bicycle
 Raith, J. A., Lander, Wyo.
 Ritter, Edna, Valley City
 Rossing, Earl, Midway
 Rue, Judith, Williston
 Russell, Olive, Joliet
 Serbo, Nora S., Grand Forks
 Sister St. Anne (Alice Rivard) Oakwood
 Smith, Carrie L., Steele
 Stangeland, Olea, Bonetrail
 Stewart, Charlotte, New Rockford
 Streibel, Martha, Hamburg
 Thordarson, Thyri, Fullerton
 Tibbetts, Hazel, Bismarck
 Urban, Elva, Mandan
 Vetter, Floy, Bismarck
 vonBorgersrode, Fred, Delano, Minn.
 vonBorgersrode, Mrs. Gladys, Delano, Minn.
 Watkins, Mrs. Jas. F., Baldwin

Welsh, Helen, Kenmare
 Welsh, Stella, Kenmare
 West, Theresa, Velva

Woodworth, Clara, Fargo
 Woolridge, Mrs. E. R., Gran-
 ville

TRAINING SCHOOL

Kindergarten

Anundson, Ruth
 Denetto, Harold
 Bergman, Irene
 Bergman, Oscar
 Bliss, John
 Bong, Kenneth
 Combs, Annabelle
 Connolly, LeRoy
 Connolly, Robert
 Davidson, Marion
 Doerner, Leon
 Eckel, Wallace
 Engemoen, Ellwood
 Englert, Florence Patricia
 Foley, Emily
 Heimes, Kathryn
 Heimes, Margaret
 Johnson, Helen
 Johnson, Marcella
 Johnson, Omar

Lee, Evelyn
 Lloyd, Ruth Barbara
 Mann, Mildred
 Mikkelsen, Marilyn
 Otto, Corrine
 Rasmussen, Alma
 Richards, Cecelia
 Richards, Lois
 Rodlin, Howard
 Sherman, William
 Smith, Genevieve
 Switzer, Robert
 Thoreen, Helen
 Tisdell, Orla
 Tuttle, Clarence
 Wemett, William M., Jr.
 Wills, Norma
 Wagley, Edwin
 Wolfe, Dorothy
 Zimmerman, Beth

First Grade

Anundson, Eunice
 Bong, Eugene
 Brown, Robert
 Cannon, Mary
 Crockler, Olive
 *Combs, David
 *Engemoen, Robert
 Featherstone, Bohm
 Feldman, Lester
 Iverson, Jeanette
 Jacobson, Allen
 Johnson, Clarence
 Johnson, Hazel
 Haggard, Alice
 Lowe, Harriet

Norman, Kenneth
 Peterson, Jane
 Rasmussen, Mary
 Ramby, Rosella
 Rodewald, Inez
 Schuette, Clifford
 Sykes, Vernon
 Sperling, Richard
 Skonnard, Melville
 Spokely, Edna
 Thompson, Vera
 Tisdale, Corrine
 Vaaler, Margaret
 VanHouten, Hallock

*Enrolled also in Music Department

Second Grade

Aasen, Clarence
Anundson, Myrtle
Anderson, Laura
Bettin, Matilda
Bentzinger, Herbert
Cassatt, Charles
Cassatt, George
Colby, Fred
Corby, Inez
*Chulse, Jean
Davidson, Jeanette
Dahlgren, Grace
Jensen, Anna
Jenson, Serles
*Johnson, Sverdrop

Klarman, Vernon
Kremer, Esther
Norgaard, Clifton
*Noecker, Carson
*Olson, Woodrow
Owen, Kenneth
Papke, Ellen
Rold, Harold
*Riedman, Henry
Sherman, Ruth
*Shrum, James
Thompson, Velma
Tinglestad, Clarence
Wagle, Mildred
Wills, Leila

Third Grade

Anundson, Willie
Bettin, Larry
Bliss, Barbara
Carroll, Catherine
Connolly, Josephine
Dahlgren, Ora
Doelz, Mildred
Eidsvold, Irene
*Hanchett, Esther
Howard, Rex
Hoffmann, Lydia
Hoffman, Lawrence
Pagel, Dorwin
Johnson, Lois
Lett, Lawrence

*Lee, Arthur Melvin
Mickelson, Bjarne
Moffitt, Leonard
Nelson, Evelyn
Raverly, Melville
Rodlin, Donald
*Salzmann, Bertha
Scholberg, Edna
*Spalding, Arthur
Sperling, Vernon
*Stern, Leonard
*Wemett, Lynn
Wills, Lloyd
*Zimmerman, Bruce

Fourth Grade

Aasen, Emily
Anundson, Alice
Anundson, Pearl
Davidson, Francis
Dahl, Ida
Hagenston, Lloyd
Haggard, Paul
Hoffman, Bertha

Jacobson, Roy
Kjelland, Cecelia
*Papke, Mazie
Larsen, Margaret
Rold, Clifford
Thompson, Russell
Wills, Loren
*Wills, Stewart

Fifth Grade

*Carlton, Mary
*Coleman, Ethel
Davidson, Mildred
Featherstone, Paul
*Hampson, Anna
Holm, Irene
Marshall, Carl

*Norman, LaLander
*Pederson, Marie
Rodlin, Vernon
*Skonnard, Mildred
Sperling, Vivian
Thompson, Dick
Whitson, Lewis

Sixth Grade

Anundson, Walter
Anundson, Arthur
*Bakken, Bernice
Barr, Russell
Bateman, Marion
Bettin, Clarence
*Bouton, Viola
Dahlgren, Alvin
Davidson, Ruby
*Davis, John
Englert, Hamilton
*Englert, Robert
*Feldman, Florence
*Johnston, Grace
*Lampman, Lillian
Lampman, Donald
*Lee, Elizabeth

*McClure, Arthur
*McClure, Margaret
*Mickelson, Arthur
Murdoch, Charles
*Rathje, Doris
Riedman, Edward
Rold, Vera
*Seymour, Millicent
Sherman, Everett
*Sherman, Kenneth
Shrum, Robert
Smith, Ridgway
*Soroos, Alpha
Sperling, Clarence
Wright, Sarah
Wylie, Irene

Seventh Grade

*Bakken, Genevieve
Bouton, Clifford
Corby, Helen
*Connolly, Ellen
Eckel, James
Edin, Carl
Edin, Florence
*Engemoen, Marguerite
Garrett, Edith
Haggard, Dorothy
Jacobson, Ernest
Jacobson, Helen
Johnson, John
Kjelgaard, Harvey
Kjelgaard, Thomas
Larson, Dorothy

Lett, Edna
Moffitt, Dorothy
Moffitt, Harold
Nelson, Jennie
Nelson, Roy
Pagel, Herschel
Reidman, Inez
Sad, Viola
Skorpen, Judith
Soroos, Ralph
Stanwick, Milton
*Storm, Caroline
*Taber, Charlotte
*Thiering, Eldean
Tinglestad, Edna

Eighth Grade

Anfinson, Earl	Henderson, Alfred
*Carr, Agnes	Holzman, Raymond
*Coleman, Bernice	Kirkeby, Leonard
Corby, Evelyn	Lange, George
Crandall, Margaret	Lee, Richard
*Daniels, Gertrude	Meinhardt, Harold
*Deem, George	*Norman, Olaf
*Erickson, Hattie	Olsby, Lawrence
Erickson, James	*Scholberg, DeEtte
Feldman, Arthur	Wylie, Josie
Haggard, Clarence	

Ninth Grade

*Jacobson, Elsie	*Norman, Katherine
Kolseth, Dorothy	Phillips, Alda
Maier, George	Schroeder, Arene
Marshall, Irma	Soroos, Esther
Murdoch, Alexander	

SUMMARY OF ENROLLMENT

1920-1921

Normal Department

Summer Term, 1920	471
Fall Term, 1920	332
Winter Term, 1921	367
Spring Term, 1921	317
<hr/>	
Total	1487
Less names counted more than once	633
<hr/>	

Total number of individual students 854

Music Department

	Summer Term 1920	Fall Term 1920	Winter Term 1921	Spring Term 1921
Violin pupils	18	38	35	69
Voice pupils	21	31	13	17
Piano pupils	47	152	186	134
Normal Training pupils..	—	10	12	6
Harmony pupils	1	2
<hr/>				
	76	231	247	228
				782

Less names counted more than once, including students
enrolled in Normal Department and Training School... 658

Total number of individual students enrolled in music
(Not in Normal Department or Training School)..... 124

Extension Department

Total number enrolled 148
Less names appearing in other departments 61

Total number of individual students enrolled in
Extension Department only 87

Training School

	Summer Term 1920	Fall Term 1920	Winter Term 1921	Spring Term 1921	
Kindergarten	22	26	19	30	
First Grade	14	30	18	17	
Second Grade	16	14	23	25	
Third Grade	18	23	19	21	
Fourth Grade	13	14	15	13	
Fifth Grade	12	21	11	12	
Sixth Grade	17	21	31	29	
Seventh Grade	8	31	30	29	
Eighth Grade	9	20	18	18	
Ninth Grade	4	6	8	8	
	133	206	192	202	733

Less names counted more than once 481

Total number of individual students..... 252

Recapitulation

Grand total enrolled in Normal Department.....1487
Grand total enrolled in Music Department..... 782
Grand Total enrolled in Extension Department..... 148
Grand total enrolled in Training School..... 733

Grand total enrolled in all departments.....3150
Less names counted more than once.....1833

Net total individual students enrolled in all departments 1317

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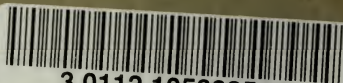
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